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ABSTRACT

The guide describes an approach designed to promote the basic skills of hearing impaired students. Basic or survival skills are identified which cover the student's daily functioning at home, school, and in the community. The guide is aimed at the 10-15 year old hearing impaired student, but techniques are expected to be applicable to both elementary and secondary levels. The first section lists objectives for five types of survival skills (sample subtopics in parentheses): communication skills (speech-reading everyday and danger vocabularies); daily skills (calendar, temperature, hearing aids); money skills (making change, taxes); consumer skills; and community skills (using a bus, subway, and taxi). The next section provides information on administering pre- and post-tests in each of the five skill areas. The tests themselves are included in section 3. Forms and procedures for recording class and individual progress are provided. Appendixes list vocabulary and symbols. (CL)

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SURVIVAL SKILLS

A Basic Skills Program

by DON MAHONEY

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INTRODUCTION

Overview

Survival Skills is a program designed to promote the acquisition of BASIC SKILLS which focus on hearing impaired students' daily interaction at home, at school, and in the community.

It consists of four major components: Objectives, Test Directions, Tests, and Progress Report Forms.

The subject areas selected for study are those which students confront daily as they function in our society. Survival Skills is content-oriented and does not involve the development of language itself.

The scope of Survival Skills topics and their objectives are limited by design. The objectives found within each subtopic represent only the basic, essential tasks necessary for the students to perform with minimal effectiveness in that area. However, mastery of those objectives should provide the students with practical skills which they may employ to make sense of, to function in, and indeed to survive in their everyday environment.

Description of the Learner

Survival Skills is designed for use with hearing impaired students who do not function at the level of their hearing impaired peers. This discrepancy usually is due to one or more additional disabilities. These students have learning problems beyond hearing loss.

These problems are within a mild to moderate range and not as severe as those demonstrated by the trainable mentally retarded, the severely emotionally disturbed, the deaf-blind, or others in the severe to profound Multi-Handicapped Hearing Impaired (MHHI) group. Rather, students in the mild to moderate MHHI group are those with one or more additional

handicaps that have prevented them from succeeding in traditional classes that follow regular curricula for the hearing impaired.

These circumstances suggest a heterogeneous group exhibiting any number or combination of disabilities. The one apparent common denominator for these students is the fact that they are "educationally delayed." Their inability to learn in regular classes for the hearing impaired often results in deficiencies in even the most rudimentary skills areas. These students may reach a junior high or secondary school level without mastery of such basic skills as counting money, filling out application forms, and telling time.

Survival Skills should be helpful to hearing students who have learning and/or language problems but still need the basic skills.

Age Range

These materials have been developed while working with 10- to 15-year-old hearing impaired students. However, the techniques employed here should be effective with other age groups who need these skills, ranging from elementary to post-secondary school students.

Rationale

Although these students may represent a small percentage of the populations in most of our schools for the hearing impaired or in special classes, their specific educational needs are often underestimated, if not simply misunderstood.

Teachers -- asked to implement instruction in heterogeneous classes -- find little help in the way of structure or direction. When planning, you may refer to regular curricula for the hearing impaired, or to those designed for the severe to profound MHHI students. However, the students for whom Survival Skills is designed have usually mastered the self-help skills of toileting, dressing, eating, and basic

mobility, and still demonstrate inability to succeed at the level of the regular classes.

Survival Skills represents an attempt to fill this vacuum. It has been designed for teachers of hearing impaired students with a variety of mild to moderate additional disabilities.

Survival Skills offers a streamlined, structured approach that provides a format and direction to the teacher. It provides the students an opportunity to perform at their own levels and at their own pace. It represents a chance for the students to finally succeed in subjects that are directly related to their everyday needs at home, at school, and in the community.

Purpose

The purpose of Survival Skills is to provide teachers with a program specifically designed for low-functioning, "educationally delayed" students. Based on high priority content areas, it serves as a cornerstone upon which alternative educational programs may be built.

The objectives are written at a minimum competency level at which students are more likely to succeed. This approach hopefully will break the negative cycle of student failure and frustration.

Survival Skills can be a catalyst for students to develop several basic skills that will permit them to function more effectively at home, at school, and in the community.

Finally, student participation in Survival Skills should not be seen as an end in itself. Rather, through Survival Skills the students can master basic skills so that they may in time experience success at more difficult levels in the regular curricula, in pre-vocational or job training programs, or even on the job itself.

10 Easy Steps When Using Survival Skills

1. Prepare a file folder for each student in your class. All pre/post tests and checklists will be kept.
2. Acquaint yourself with the Introduction and the Table of Contents and decide which areas you want to teach.
3. Review all of the objectives in the subject area that you have selected. Decide on those that you plan to test and teach in a given time span. Add any additional objectives that you feel will be necessary.
4. Refer to the Test Directions for suggested testing procedures and related information.
5. Review the pre/post tests to be used. Determine the materials that you will need for assessment.
6. Administer the pretest for your objectives and put the test on file in the student's permanent folder. Be sure to record the results on the Progress Report Form.
7. Review the tests and note the student's strengths and weaknesses. Design lesson plans accordingly, giving specific attention to the areas in which the students performed poorly.
8. Implement lesson plans through classroom instruction and/or community experiences.
9. When you feel that sufficient time and instruction have been given to permit improvement, administer the post-test.
10. Record the results of the post-test on the student's progress report form and file the test itself on the student's permanent folder.

Repeat the cycle for the next set of objectives that you wish to teach.

Objectives

OBJECTIVES

Scope

The areas selected for study are those which our hearing impaired students will confront throughout their lives as they attempt to function successfully in our society. The scope of the objectives in each category is limited by design. This program does not present a comprehensive set of all possible, related objectives. Rather, the objectives found within each category represent the basic essential tasks necessary for the students to perform with at least minimal effectiveness and comprehension in that area. For example, Consumer Skills range from accurately reading a price tag to completing a purchase, but it stops short of comparison pricing.

Structure

The subjects are presented in five major areas. The first subject area is Communication Skills. All objectives in each Communication category begin with 1.

Example: I. Communication Skills

A. Personal Data

Obj. #1.01 Given the printed

1.02

1.03

All objectives in Daily Skills begin with 2 (2.01, 2.02, 2.03), etc. Refer to the Table of Contents for the range of objective numbers per category.

Note that all of the components -- Objectives, Test Directions, Tests, and Progress Report Forms -- employ the same number for any objective in the program. If you select objective 3.07 for instruction, use that same number as your guide to find the test directions, and test materials.

Flexibility

It is not necessary for a student to complete the entire program or to complete the subject areas in any specific

order. Select only those objectives in which the student is deficient, or those that prove to be beneficial to the student's educational program.

On the other hand, you may add objectives or new topics whenever appropriate. Also, you may want to teach several areas concurrently.

Adding

Objectives

The number system permits you to add additional objectives between subject areas when desired.

In Daily Skills, the first topic is II.A., Counting, objectives 2.01 - 2.03.

The next topic in Daily Skills is II.B., Time, objectives 2.10 - 2.23. The gap (2.04 - 2.09) allows you to include additional objectives under II.A., Counting, within the given number system. This should simplify matters if you wish your students to go beyond the listed objectives or for those who find it necessary to add certain objectives based on the specific needs of a particular population.

If objectives are added to the system, the tests and test directions for those objectives must be added as well. Also, add the objective number to the Progress Report Forms.

Developmental

Sequence

Whenever the subject matter permits, objectives are presented in a developmental sequence. In many cases such a structure is unnecessary and should not be expected.

For example, the objectives in II.B., Time, are developmental. Consideration should be given to their order when teaching.

On the other hand, objectives in I.A., Personal Data, are not listed in any sequence and may be presented in random order.

Language

Controlled

The objectives and tests in Survival Skills are designed to permit success by students with limited language skills. The materials are language controlled in that emphasis is placed on mastery of the content-based skill areas without relying on the student's literacy.

Vocabularies

The key words necessary to demonstrate mastery of the objectives have been listed prior to the objectives for each topic. A compilation of these vocabularies may be found in Appendix A. In some cases, demonstrating comprehension of the vocabulary items is the task or objective itself (obj. 1.60 - Everyday and Danger Vocabularies).

These words represent only the essential words for each section. It does not suggest that you are limited to these words. Lessons should be expanded or eliminated as needed.

Communication

Modalities

The phrase "through the air" appears in many objectives. This simply refers to any stimulus or response that is not in print. It may include manual communication (sign language/fingerspelling) or voice. With some students, you may wish to expand this communication to include drama, role playing, art, gestures, or other alternatives.

Survival Skills emphasizes the attainment of skills. You must make any decision about the degree to which alternate communication modalities may be employed, based on each student's needs and capabilities.

Reality

Based

In all instructional situations, it is strongly suggested that you relate the objectives to the students' experiences.

Most, if not all, objectives in this program lead the student to develop practical, everyday skills.

Community

Experience

While some objectives are primarily classroom-based activities, you will find that other objectives demand that time be spent "on location" in the community.

Local

Concerns

Some objectives (e.g., using the subway) refer to the Metropolitan Washington, D.C., area. Others (e.g., maps) may have tests that pertain only to Washington, D.C. While some materials are not directly applicable to other locales, they still provide a framework which may be adapted to other locations and within which appropriate objectives, tests, or materials may be designed.

Survival Skills

One part
of a total
educational
program

This program should not become the only subject in a student's day. Language, Reading, Math, Physical Education, and Recreation must all be included. In some cases, counseling, therapy, and other special services must be considered as well. However, it is intended that Survival Skills be considered a resource for teachers who must begin to offer alternative educational programs of basic skills to their low-functioning students.

Individual

Educational
Program
Resource

Survival Skills is directly applicable to the development of the student's Individual Educational Program. It provides a clear approach to planning and assessment from the level of the I.E.P. to that of the daily lesson plan.

SURVIVAL SKILLS
BEHAVIORAL OBJECTIVES

I. COMMUNICATION SKILLS

A. PERSONAL DATA FORM

Vocabulary

- | | | |
|----------------------|------------------|------------------|
| • Name | • Parent's work | • Height |
| • Last | telephone number | • Weight |
| • First | • Guardian | • Age |
| • Middle initial | • Date | • Color of hair |
| • Address | • Sex | • Color of eyes |
| • Number (street) | • Male | • U.S. citizen |
| • Street | • Female | • Marital status |
| • Apartment (number) | • Date of birth | • Married |
| • City | • Place of birth | • Single |
| • State | • School | • Divorced |
| • Zip code | • School address | • Separated |
| • Telephone Number | • Brothers | • Widowed |
| • Emergency | • Sisters | |
| telephone number | | |

Objectives

- 1.01 Given the printed stimulus "NAME" followed by "LAST," "FIRST," and "MIDDLE INITIAL," the student will print his or her full name on the corresponding spaces.
- 1.02 Given the printed stimulus "ADDRESS" and any of the following specifics, the student will print his or her complete address, including:
 - (house) number
 - street
 - apartment number
 - area of city (N.E., N.W., S.E., S.W.) (where appropriate)
 - city
 - state
 - zip code.
- 1.03 Given the printed stimulus "PARENTS" and/or "GUARDIAN" the student will print the first and last name(s) of the person(s).
- 1.04 Given the printed stimulus "TELEPHONE NUMBER" the student will print the home telephone number (seven digits) with proper punctuation, including area code if necessary.
- 1.05 Given the printed stimulus "EMERGENCY TELEPHONE NUMBER" the student will print that telephone number, including the area code if necessary.

- 1.06 Given the printed stimulus "PARENT'S WORK NUMBER" the student will print that telephone number, including the area code if necessary.
- 1.07 Given the printed stimulus "DATE" the student will print the month (abbreviation accepted), day, and year.
- 1.08 Given the printed stimulus "SEX" the student will do one of the following:
 - check the appropriate given space or box
 - print "male" or "female"
 - print "M" or "F."
- 1.09 Given the printed stimulus "DATE OF BIRTH" the student will print the month (abbreviation accepted), day, and year of his or her birth.
- 1.10 Given the printed stimulus "PLACE OF BIRTH" the student will print the city and state (or foreign country) in which he or she was born.
- 1.11 Given the printed stimulus "SCHOOL" the student will print the name of his or her school.
- 1.12 Given the printed stimulus "SCHOOL ADDRESS" the student will print the address of his or her school.
- 1.13 Given the printed stimuli "BROTHERS" and "SISTERS" the student will print the first and last names of all siblings.
- 1.14 Given a printed stimulus requesting height the student will print his or her height in feet and inches.
- 1.15 Given a printed stimulus requesting weight the student will print his or her weight in pounds.
- 1.16 Given the printed stimulus "AGE" the student will print his or her age.
- 1.17 Given a printed stimulus requesting the color of hair, the student will print the color of his or her hair.
- 1.18 Given a printed stimulus requesting the color of eyes, the student will print the color of his or her eyes.
- 1.19 Given the stimulus "U.S. CITIZEN" the student will print "Yes" or "No."
- 1.20 Given a printed stimulus requesting marital status, the student will check the appropriate descriptor.
- 1.21 Given the printed stimulus "SIGNATURE" the student will write his or her full name.

I. COMMUNICATION SKILLS
B. WRITTEN MESSAGES

Vocabulary

- | | | |
|--------------|--------------|-----------------------|
| • Help me. | • I want... | • I am deaf. |
| • I am lost. | • I am sick. | • Please call for me. |
| • How much? | • I am hurt. | |

Objective

- 1.30 Given a stimulus (created situation, role playing, group discussion, etc.), the student will write the appropriate message, selected from the following:
- a. Help me.
 - b. I am lost.
 - c. How much?
 - d. I want...
 - e. I am sick.
 - f. I am hurt.
 - g. I am deaf.
 - h. Please call for me.

I. COMMUNICATION SKILLS
C. SPEECHREADING

Vocabulary

Set A

- Yes
- No
- Please
- Stop
- Help

Set C

- What's your name?
- What's your telephone number?
- Where do you live?
- How old are you?
- When were you born?
- What school do you go to?

Set B

- Thank you
- Be careful
- Don't touch
- I'm sorry
- I don't know
- I don't understand

Set D

- What's wrong?
- What happened?
- What do you want?
- Can I help you?
- Do you understand?

Objectives

1.40 Level I of Difficulty

Given the items in sets A, B, C, and D as presented with voice by a teacher in a face-to-face situation, the student will circle the correct response on the multiple choice score sheet provided. The items are presented set by set.

Set A

- Yes
- No
- Please
- Stop
- Help

Set B

- Thank you
- Be careful
- Don't touch
- I'm sorry
- I don't know
- I don't understand

Set C

- What's your name?
- What's your telephone number?
- Where do you live?
- How old are you?
- When were you born?
- What school do you go to?

Set D

- What's wrong?
- What happened?
- What do you want?
- Can I help you?
- Do you understand?

1.41 Level II of Difficulty

Given the items in sets A, B, C, and D (See obj. 1.40) as presented with voice by a teacher in a face-to-face situation, the student will enter the number of each item into the box where that item is located on the multiple choice score sheet provided. The items are presented at random, not within the respective sets.

I. COMMUNICATION SKILLS
D. USING A T.T.Y. OR M.C.M.

Vocabulary

- | | | |
|--------------------|-------------|--------------|
| • TTY | • Return | • Back space |
| • MCM | • Figs | • Shift |
| • Telephone | • Ltrs | • Clear |
| • Telephone number | • Line feed | |

Making a
Call Objectives

- *1.50 At a TTY terminal and telephone the student will make an actual telephone call including the correct procedures for initiating, carrying on, and terminating a conversation.
- *1.51 At an MCM and telephone the student will make an actual telephone call, including the correct procedures for initiating, carrying on, and terminating a conversation.

Receiving a
Call Objectives

- *1.52 At a TTY terminal and telephone the student will demonstrate procedures for answering an actual incoming telephone call.
- *1.53 At an MCM terminal and telephone the student will demonstrate procedures for answering an actual incoming telephone call.

*See "Test Directions" (Part 3) for detailed TTY/MCM procedures.

I. COMMUNICATION SKILLS
E. EVERYDAY AND DANGER VOCABULARIES

Objective 1.60 Given a printed stimulus the student will define the following words -- via any total communication method.
"Total communication" includes:

- through-the-air communication (sign, fingerspelling, speech, gestures, role playing)
- matching the words to pictures.

Everyday
Vocabulary

- | | | |
|---|-------------------|------------------|
| • Push - Pull | • Exit - Entrance | • Telephone |
| • Open - Closed | • In - Out | • Bus stop |
| • Up - Down | • On - Off | • Hospital |
| • Walk - Don't walk | • Stop - Go | • Police |
| • Restrooms | • Toilet | • Post Office |
| • Women - Ladies | • Men - Gentlemen | • Library |
| • Fire department | • Help Wanted | • Wait |
| • Information | • Private | • Employees only |
| • First aid | • Quiet | • Out-of-order |
| • Shelter | • Wet paint | • Prohibited |
| • No _____ allowed (e.g., children, pets, smoking) | | |
| • Do Not _____ (e.g., run, feed the animals, disturb) | | |

Danger
Vocabulary

- | | | |
|---------------------------|-----------------|---------------------|
| • No trespassing | • Poison | • Danger |
| • Explosives | • Radioactive | • High voltage |
| • Caution | • Beware of dog | • Warning |
| • Flammable - Inflammable | • Drugs | • Polluted |
| • Emergency exit | • Fire alarm | • Fire extinguisher |
| • Keep out | • Keep off | |

I. COMMUNICATION SKILLS
F. SYMBOLS

Objective 1.70 Given a symbol or group of symbols the student will do one or both of the following:

- Give the definition (word or phrase) through the air.
- Match each symbol to the printed definition.

See list of words and phrases below.

Everyday
Symbols

- | | | |
|-------------------------|---------------------------|------------------------------|
| • Left | • Right | • Up |
| • Down | • Male | • Female |
| • Empty | • Full | • Small |
| • Large | • Direction | • In |
| • Out | • Hot | • Cold |
| • Increase | • Decrease | • Light |
| • Dark | • Smoking permitted | • No smoking |
| • No bicycles | • Pedestrian crossing | • Bus stop (station) |
| • Pedestrians keep left | • Bike trail (compulsory) | • Deafness |
| • Post Office | • Mailbox | • Telephone |
| • Lodgings | • Utility outlet | • Washing facility |
| • Bath and shower | • Dogs allowed | • No Dogs allowed |
| • Playground | • Campground | • Picnic area |
| • Bicycle trail | • Fishing | • Access for the handicapped |
| • No sitting | • No standing | • No riding |
| • Entrance | • Exit | • No entry (Keep Out) |
| • Escalator up | • Escalator down | • Stairs up |
| • Stairs down | • Stairs up & down | • Elevator |
| • Information | • Lost and found | • Washrooms |
| • Men's toilet | • Women's toilet | • Restaurant |
| • Trash | • Quiet | • Drinking fountain |
| • Metro | | |

Danger
Symbols

- | | | |
|-------------------------------|-------------------------------------|--------------------|
| • Ladder off limits | • Slippery | • Open pit |
| • Electrical danger | • Sharp | • Machinery hazard |
| • Suspended load over head | • Falling objects | • Poison |
| • Caution: laser | • Ionizing rays (radiation warning) | • Fallout shelter |
| • No open flame permitted | • Fire hose | • Do not pierce |
| • Don't extinguish with water | • Keep from heat | • Ambulance |
| • Hospitals | • Speech/hearing | • Drinking water |

Danger
Symbols
(continued)

- | | | |
|---------------------------|----------------------------------|---------------------------|
| ● Children's emergencies | ● Danger | ● Explosive |
| ● Don't drink the water | ● Inflammable liquid | ● Corrosive |
| ● Radioactivity | ● Restriction | ● Warning |
| ● Prohibited | ● No fires | ● Drown campfires |
| ● Campfires | ● Caution: deep water (drop off) | ● Caution: rocks |
| ● Diving | ● Emergency telephone | ● Thin ice |
| ● Guard on duty | ● Emergency exit | ● First aid |
| ● Look out (safety alert) | ● No entry to pedestrians | ● Fire area (potential) |
| ● No entry | ● Keep away from children | ● Watch for work vehicles |
| ● Perishable materials | ● Clinic | ● Emergencies |
| ● Do not touch | | |

II. DAILY SKILLS
A. COUNTING

Vocabulary Count to _____ by _____.

Objectives 2.01 Given a stimulus "Count to _____ by _____" for each interval listed below, the student will count (through the air) by the required interval.

These words indicate the area in which the counting is important.

- | | |
|---------------------------|-------------|
| a. Count to 60 by 1. | Time |
| b. Count to 60 by 5. | Time |
| c. Count to 130 by 1. | Money |
| d. Count to 130 by 5. | Money |
| e. Count to 130 by 10. | Money |
| f. Count to 130 by 2. | Temperature |
| g. Count to 250 by 25. | Money |
| h. Count to 500 by 50. | Money |
| i. Count to 1,000 by 100. | Money |

2.02 Given a stimulus "Count to _____ by _____" for each interval listed below, the student will print them in order.

These words indicate the area in which the counting is important.

- | | |
|---------------------------|-------------|
| a. Count to 60 by 1. | Time |
| b. Count to 60 by 5. | Time |
| c. Count to 130 by 1. | Money |
| d. Count to 130 by 5. | Money |
| e. Count to 130 by 10. | Money |
| f. Count to 130 by 2. | Temperature |
| g. Count to 250 by 25. | Money |
| h. Count to 500 by 50. | Money |
| i. Count to 1,000 by 100. | Money |

2.03 Given several number lines with different intervals on which random numbers are deleted, the student will supply the missing numbers (e.g., 5, 10, 15, 20, 25, 30, __, __, 45).

II. DAILY SKILLS

B. TIME

Vocabulary

- | | | |
|--------------|-----------|-------------|
| • Seconds | • Clock | • Morning |
| • Minute | • Watch | • Afternoon |
| • Hour | • O'clock | • A.M. |
| • Big hand | • Day | • P.M. |
| • Small hand | • Night | |

Objectives

- 2.10 The student will count to 60 by one.
- 2.11 The student will count the small lines (1 to 60) on a large clock face.
- 2.12 The student will count to 60 by five.
- 2.13 Given a large printed clock face the student will write 5, 10, 15, etc., to 60 near the corresponding numbers through 12.
- 2.14 The student will count to 60 by five through the air while indicating each increment on the corresponding number of a clock face.
- 2.15 The student will express (through the air) that the big hand indicates the minutes from 1 to 60.
- 2.16 The student will express (through the air) that the small hand on a clock indicates hours, 1 to 12.
- 2.17 The student will "read" various clocks and watches and write the given time in hours and minutes (e.g., 10:34).
- 2.18 Given a printed time or a specific time on a digital clock, the student will manipulate a regular clock or watch to match that time.
- 2.19 The student will recognize A.M. or P.M. following a given printed time and identify that time (through the air) as "morning," "afternoon," or "night."
- 2.20 The student will match given printed times with his or her daily classes and activities.
- 2.21 The student will complete the following equations when any information has been deleted.
 - a. 60 seconds = 1 minute
 - b. 60 minutes = 1 hour
 - c. 24 hours = 1 day

2.22 Given a simple task to do (e.g., read a book), the student will continue the task for each period of time listed below (as directed by the teacher) and tell the teacher whenever the student feels the period of time has elapsed.

- 5 seconds
- 10 seconds
- 30 seconds
- 1 minute
- 5 minutes
- 30 minutes

2.23 Given a specific length of time initiated and terminated by the teacher, the student will estimate the length of time transpired.

II. DAILY SKILLS

C. CALENDAR

Vocabulary

- | | | |
|-------------|-------------|-------------|
| • Date | • Thurs. | • Apr. |
| • Month | • Friday | • May |
| • Day | • Fri. | • June |
| • Week | • Saturday | • July |
| • Year | • Sat. | • August |
| • Birthday | • Today | • Aug. |
| • Sunday | • Yesterday | • September |
| • Sun. | • Tomorrow | • Sept. |
| • Monday | • January | • October |
| • Mon. | • Jan. | • Oct. |
| • Tuesday | • February | • November |
| • Tues. | • Feb. | • Nov. |
| • Wednesday | • March | • December |
| • Wed. | • Mar. | • Dec. |
| • Thursday | • April | |

Objectives

- 2.30 Given a calendar the student will indicate the current month, day, date, week, and year in response to a printed stimulus.
- 2.31 Given a calendar the student will indicate the days of the week in response to a through-the-air stimulus.
- 2.32 The student will sequence the days of the week (printed response and through-the-air response).
- 2.33 The student will sequence the months of a year (printed response and through the air response).
- 2.34 Given a calendar the student will point to the date corresponding to each of the teacher's through-the-air stimuli:
- a. "Show me today."
 - b. "Show me yesterday."
 - c. "Show me tomorrow."
- 2.35 Given a calendar and a blank form for a month, the student will duplicate the requested data for a given month.
- 2.36 Given a calendar the student will indicate his or her birthday.
- 2.37 Given a calendar the student will indicate a given date in response to a through-the-air stimulus (e.g., "Show me April 6th").

- 2.38 Given a calendar and a printed date the student will indicate the corresponding day of the week.
- 2.39 Given a printed list of the seven days of the week, the student will write the abbreviation for each day.
- 2.40 Given a printed list of the twelve months of the year, the student will write the abbreviation next to the corresponding month. (May, June, and July are optional).
- 2.41 The student will complete the following equations when any information is deleted.
- a. 7 days = 1 week
 - b. 4 weeks = 1 month (optional)
 - c. 12 months = 1 year

II. DAILY SKILLS
D. TEMPERATURE

- Vocabulary
- ° (Degree)
 - Very hot
 - Hot
 - Warm
 - Cool
 - Cold
 - Very Cold
 - High
 - Low
 - Temperature
- Objectives
- 2.50 The student will count to 120 by 10 (through the air).
 - 2.51 The student will count to 120 by 5 (through the air).
 - 2.52 The student will count to 120 by 2 (through the air).
 - 2.53 Given a number scale from 0-120 marked by increments of 10, the student will complete the scale to 120.
 - 2.54 Given a number scale from 0-120 marked by increments of 5, the student will complete the scale to 120.
 - 2.55 Given a number scale from 0-120 marked by increments of 2, the student will complete the scale to 120.
 - 2.56 Given a thermometer the student will express the temperature within 2° (F) (printed response or through-the-air response).
 - 2.57 Given the following words and a list of temperatures, the student will write the temperatures next to the appropriate words.
 - very hot
 - hot
 - warm
 - cool
 - cold
 - very cold
 - 2.58 Given the opportunity to stand outside for at least one minute, the student will express his or her estimate of the temperature at that time, within 10°.
 - 2.59 Given illustrations of various articles of clothing (e.g., coat, scarf, gloves) and a list of temperatures, the student will match each temperature to an illustration.

2.60 Given the weather report from a TV newscast or a newspaper, the student will express the high and low temperature for a given day.

2.61 Given the weather report from a TV newscast or a newspaper, the student will describe what clothing he or she will wear for that day's weather.

II. DAILY SKILLS
E. ALPHABETIZING

Vocabulary	● Dictionary ● Telephone book	● Yellow pages ● Directory	● Hearing aids
Objectives	2.70 Given a set of flashcards (one letter per card) for each of the following groups, the student will sequence the cards in alphabetical order. a. upper case letters - print b. lower case letters - print c. upper case letters - script d. lower case letters - script 2.71 Given various printed alphabets with some letters missing, the student will fill in the missing letters for each of the following groups: a. upper case - print b. lower case - print c. upper case - script d. lower case - script. 2.72 The student will print the alphabet in: a. upper case b. lower case. 2.73 The student will write the alphabet in: a. upper case b. lower case. 2.74 The student will fingerspell the alphabet in correct sequence. 2.75 Given a set of 26 words that begin with letters A through Z, the student will arrange the words in alphabetical order. 2.76 After the teacher has removed several words from a set of 26 words (beginning with A through Z), the student will arrange the remaining words in alphabetical order.		
Alphabetizing to the 2nd Letter Objectives	2.77 Given three words that begin with the same letter and different second letters, the student will alphabetize the words. 2.78 Given a set of 52 words (2 words per letter) the student will alphabetize the words.		

- 2.79 Given 52 words (2 words per letter, A through Z)--some printed in an alphabetical list and the remainder in an answer pool--the student will complete the list by writing words from the answer pool on the appropriate lines.

Alphabetizing
to the 3rd
Letter
Objectives

- 2.80 Given three words that begin with the same two letters and a different third letter, the student will alphabetize the words.
- 2.81 Given a random list of 50 words the student will alphabetize them.

Using the
Alphabet
Objectives

- 2.82 Using the alphabet the student will locate a given word in a dictionary.
- 2.83 Given a list of 20 names (first name, surname) the student will arrange them in alphabetical order (surname, first name).
- 2.84 Given a student and/or faculty directory and at least three names, the student will locate the names, addresses, and telephone numbers and write that information.
- 2.85 The student will explain the difference between the yellow pages and regular pages of telephone books.
- 2.86 Given at least three telephone books the student will select the appropriate book for his or her home listing and locate the listing (Telephone book variables: current book; geographic area; regular vs. yellow pages.)
- 2.87 Using the alphabet the student will locate a given name and address in a telephone book and write the person's telephone number.
- 2.88 Given the yellow pages the student will use the alphabet to locate the name, address, and telephone number of a hearing aid dealer and write that information.

II. DAILY SKILLS
F. HEARING AIDS

Vocabulary

- | | | |
|-----------------|------------------|------|
| ● Good | ● - (minus sign) | ● M |
| ● Weak | ● On | ● T |
| ● + (plus sign) | ● Off | ● MT |

Objectives

- 2.90 Given a battery tester the student will remove the battery from his or her aid and use the tester to determine whether or not the battery is still functioning.
- 2.91 The student will place a battery in his or her aid: positive to positive, negative to negative.
- 2.92 The student will:
- identify the ON-OFF switch on his or her aid.
 - aurally discriminate when the aid is on or off and indicate such through the air.
 - turn aid off when not in use.
- 2.93 The student will manipulate the volume control to the appropriate level.
- 2.94 The student will express that the aid is not functioning properly.
- 2.95 The student will express functions and personal use of the following settings:
- M (microphone)
 - T (telephone)
 - MT (microphone telephone combination).
- 2.96 The student will check the earmold for obstructions and demonstrate the proper method to clean the mold when necessary.
- 2.97 Using a body aid the student will attach:
- the cord to the body aid and to the receiver
 - the earmold to the receiver.
- 2.98 Using an ear level aid the student will attach an earmold to the aid.

III. MONEY SKILLS

A. MONEY NAMES AND VALUES

Vocabulary

- | | | |
|---------|-----------|---------------|
| • Money | • Nickel | • Half-dollar |
| • Coins | • Dime | • Real |
| • Bills | • Quarter | • Fake |
| • Penny | • Dollar | |

Objectives

- 3.01 Given an envelope containing real and fake money, the student will discriminate between the two types and identify each piece of currency.
- 3.02 Given coins, bills, an envelope labeled "coins," and an envelope labeled "bills," the student will put the coins and bills in the appropriate envelope.
- 3.03 The student will match real coins and bills to their printed values.
- 3.04 The student will match real coins and bills to their printed names.
- 3.05 The student will match printed values to their printed names for the following: penny; nickel; dime; quarter; half dollar; one, two, five, and ten dollar bills.
(e.g., \$0.10 = a dime)

III. MONEY SKILLS

B. COUNTING AND ADDING MONEY

Vocabulary

- \$
- ¢
- change (noun)

Objectives

- 3.06 Using real money the student will count:
- a. pennies to \$1.30
 - b. nickels to \$1.30
 - c. dimes to \$1.30
 - d. quarters to \$2.50
 - e. half dollars to \$2.50
 - f. dollars to \$6.00.
- 3.07 Given the printed sum "x" (x = 1 to 125) written with the cent symbol (¢), the student will write the equivalent of that sum using a dollar sign, zero, and decimal point. (e.g., 9¢ = \$0.09)
- 3.08 Given various combinations of all possible coins up to \$2.25 in value, the student will add the coins mentally and write the sum in decimal form.
- 3.09 Given a series of coins and bills (up to \$2.25 in value) that are presented by the teacher in random sequence one at a time, the student will write the value of each in decimal form and add the figures.
- | <u>Teacher gives</u> | <u>Student writes</u> |
|----------------------|-----------------------|
| a nickel | \$0.05 |
| a dime | \$0.10 |
| | \$0.15 |
- 3.10 Given a printed value up to \$2.25 and various coins totaling at least \$4.00, the student will select those coins that make up the printed value. (e.g., \$0.27 = one quarter and two pennies)
- 3.11 When reading prices or talking about printed values of money (through the air), the student will express the amount literally. (e.g., 39¢ will be signed/spoken as "thirty-nine cents"; \$1.25 will be signed/spoken as "one dollar and twenty-five cents")
- 3.12 Given \$5.00 in coins and bills and a through-the-air stimulus, the student will select the correct amount from the coins and bills. (e.g., "Give me \$2.35.")

- 3.13 Given 5 pennies, 3 nickels, 2 dimes, 2 quarters, 1 half dollar, and a through-the-air stimulus: "Do you have change for a _____?", the student will make change for the following:
- a. nickel
 - b. dime
 - c. quarter
 - d. half dollar
 - e. dollar.
- 3.14 Given any combination of coins and bills up to \$10.00, the student will count the money and write the sum.
- 3.15 Given mixed problems (with or without regrouping) with sums up to \$10.00, the student will add dollars and cents up to \$10.00.

III. MONEY SKILLS
C. RECOGNIZING MORE AND LESS

Vocabulary • more • equal
 • less • enough

- Objectives
- 3.16 Using the specified combinations of coins and bills, the student will tell--for each combination--if the two amounts are equal or not. If unequal, the student will identify the larger amount as "more" or the smaller amount as "less." (See Teacher Checklist, objective 3.16, for specified combinations.)
- 3.17 When role-playing a customer in a shopping situation, the student will compare the amount of money he or she has to the price tag of a desired product and express (through the air):
- a. which amount is more and which is less (price or money in hand)
 - b. whether or not he or she has enough to make the purchase.
- 3.18 When role-playing the customer in a shopping situation, the student will:
- a. read a product's price tag.
 - b. pay for the product with exact amount.

III. MONEY SKILLS

D. MAKING CHANGE: SUBTRACT DOLLARS AND CENTS

- Objectives
- 3.19 Given a dollar in change and the through the air stimulus "subtract x amount," the student will:
 - a. remove the specified amount from the coins.
 - b. express the value of the remaining coins.
 - 3.20 When role-playing a customer in a shopping situation, the student will wait for his or her change if paying for an item with more than the indicated price.
 - 3.21 Having received change in a mock shopping situation, the student will count the change and tell the teacher whether or not the change is correct.
 - 3.22 When role-playing a merchant in a shopping situation, the student will accept money for a purchased item and give correct change when appropriate.
 - 3.23 Given mixed problems (with or without regrouping) the student will subtract dollars and cents for minuends no more than \$10.00.

III. MONEY SKILLS

E. TAXES, CHECKS, AND CREDIT CARDS

Vocabulary

• Tax

• Check

• Credit card

Objectives

- 3.24 The student will explain that the amount he or she must pay for a product or service may be more than the price because taxes may be added.
- 3.25 The student will explain that a check can be used only if enough money is in his or her checking account to cover it.
- 3.26 The student will explain that writing checks without sufficient funds in his or her checking account is illegal and punishable by law.
- 3.27 The student will explain that using credit cards is essentially borrowing money that must be paid at a later date and that a charge may be added for that service.

IV. CONSUMER SKILLS

Vocabulary

- | | | |
|---------------------------|-----------|---------------------|
| ● Index | ● Size | ● Coat |
| ● Perishable | ● Price | ● Express |
| ● Expires/Expiration Date | ● Shoes | ● "How much?" |
| ● Small | ● Belt | ● "Where is _____?" |
| ● "S" (small) | ● Pants | ● Sale |
| ● Medium | ● Shirt | ● Catalog |
| ● "M" (medium) | ● Blouse | ● Catalog No. |
| ● Large | ● Sweater | ● Cat. No. |
| ● "L" (large) | | |

Objectives

- 4.01 The student will choose an appropriate store for his or her needs. (e.g., grocery store for food, drug store for medicine)
- 4.02
 - a. The student will locate items in the store.
 - b. In a large store the student will use the main index to locate items and use that information to find the items.
- 4.03 Given a product the student will read the item's price and express it (through the air) in dollars and cents.
- 4.04 The student will find different quantities of products and express (through the air) that they have different prices. (e.g., a quart of milk vs. a gallon of milk)
- 4.05 The student will recognize various perishables as such and care for them properly following the purchase.
- 4.06 The student will discriminate between rotten and fresh fruits and vegetables.
- 4.07 The student will read and use expiration dates.
- 4.08 Given three articles of clothing (e.g., 3 socks, 3 shirts), the student will compare the sizes and label each article using the words (or abbreviations) Small (S), Medium (M), Large (L).
- 4.09 The student will express his or her own sizes for the following articles of clothing by:
 - a. printed response
 - b. through-the-air response
 - (1) shoes
 - (2) belts (waist)
 - (3) pants
 - (4) shirts/blouses
 - (5) sweaters
 - (6) coats.

- 4.10 Given a new article of clothing the student will read the tags and labels and express (through the air):
- a. the price of an article
 - b. the size of an article
 - c. whether or not the article is his or her size.
- 4.11 The student will compare the cost of an item to the amount of money he or she has. (See Money Skills, objective 3.17.)
- 4.12 The student will select an appropriate checkout line (including the "express line") and wait in line until his or her turn.
- 4.13 The student will communicate with the clerk:
- through the air: "How much?" and "Where is _____?"
 - printed: "How much?" and "Where is _____?"
- 4.14 The student will pay for items and wait until he or she receives change. (See Money Skills, objective 3.20.)
- 4.15 The student will check the accuracy of his or her change in amounts up to:
- a. \$1.00
 - b. \$5.00.
- (See Objective 3.21)
- 4.16 Given the printed stimulus "SALE" (i.e., reduced prices), the student will explain that it means a given item costs less than it did before.
- 4.17 Given a merchandise catalog the student will locate a section in the catalog from a printed or through-the-air stimulus. (e.g., "Find the toys" or "Find the clocks")
- 4.18 Given a merchandise catalog the student will match a selected picture of an item to its printed description and write the name, price, and catalog number of that item.

V. COMMUNITY SKILLS

A. MAPS, ADDRESSES, GETTING LOST

Vocabulary

- | | | |
|----------------------|-----------------------------|---------------------|
| • "I am at _____" | • South | • Maryland-Md. |
| • "My name is _____" | • East | • Virginia-Va. |
| • "I am lost" | • West | • Northeast-N.E. |
| • "Please help" | • N | • Southeast-S.E. |
| • Map | • Washington-Wash. | • Southwest-S.W. |
| • North | • District of Columbia-D.C. | • Gallaudet College |
| • "I am deaf" | | |

Objectives

- 5.01 The student will explain that all buildings (e.g., office and government buildings, houses, stores) have unique addresses.
- 5.02 The student will identify (by function such as home, school, etc.) any given building in the community and write the building's address.
- 5.03 At any given intersection in the community the student will write "I am at _____," the names of both streets and the section of the city (N.E., N.W., etc., if applicable).
- 5.04 In the community the student will obey traffic laws and exercise caution as a pedestrian.
- 5.05 Given the name of a pertinent locality (e.g., town, state), the student will write an acceptable abbreviation for that locality. In the metropolitan Washington, D.C. area, abbreviations include:

• Washington, District of Columbia	- Wash., D.C. or DC
• Maryland	- Md. or MD
• Virginia	- Va. or VA
• Northeast	- N.E.
• Northwest	- N.W.
• Southeast	- S.E.
• Southwest	- S.W.
- 5.06 Using through-the-air communication and/or role playing, the student will explain proper procedures to follow if he or she is lost. This includes:
 - stay and await the return of parents or companions
 - seek out an authority figure (police officer, firefighter, etc.) and request assistance by writing "My name is _____. I am lost, please help." followed by his or her address and telephone number.

- 5.07 Given a map the student will locate the directional symbol and indicate the subsequent directions: North, South, East, and West.
- 5.08 Given a list of names or abbreviations and a blank outline map of the metropolitan Washington, D C., area, the student will label each distinct area with the appropriate name or abbreviation.
- 5.09 Given a map as well as the name of a place of interest, an address, or a specific street, the student will:
- a. use the street index of a map to get the appropriate coordinates.
 - b. use the coordinates to locate the street or place on this map (for example: using the index and coordinates the student will locate his or her own address on a map).
- 5.10 Given maps of various metropolitan areas, the student will select the map that is appropriate to his or her needs.
- 5.11 Given a map the student will demonstrate the ability to plot a route or routes between two given locations. (e.g., On a map the student will draw a route between his or her school and home.)

V. COMMUNITY AWARENESS SKILLS
B. USING THE SUBWAY (METRORAIL)

Vocabulary

- | | | |
|----------------------|--------------|---------------|
| ● "M" (metro symbol) | ● Fare | ● Addfare |
| ● Metrorail | ● One-way | ● Information |
| ● Station | ● Round trip | ● Subway |
| ● Rush hour | ● Farecard | ● Ride |

Objectives

- 5.20 The student will recognize the "M" which is the symbol for the subway and tell the teacher what it means.
- 5.21 The student will briefly explain the concept of subway travel.
- 5.22 The student will mark stations and routes (line colors) from a Metrorail route map to locations on a map of the Washington, D.C., area.
- 5.23 The student will state the times and days (schedule) when Metrorail is in operation.
- 5.24 Given a Metrorail route map, the student will locate the Metrorail station from which he or she would begin a trip.
- 5.25 At a Metro station the student will locate the Metrorail map (showing all existing route lines and stations) and point out his or her present position.

Rush Hour
Objectives

- 5.26 The student will read the words "rush hour" on the fare index and briefly explain the concept of "rush hour," including the fact that fares then are different from the fares during the rest of the day.
- 5.27 The student will specify the times at which "rush hour" fares are in effect.
- 5.28 Using a clock or watch the student will determine the type of fare to be paid at that time. (rush hour vs. non-rush hour)
- 5.29 The student will locate the appropriate fare on the station/fare index.

One-way,
Round-trip
Objectives

- 5.30 The student will explain the concepts of "one-way trip" and "round trip."

Entering and
Leaving the
System
Objectives

- 5.31 The student will purchase a farecard and enter the Metrorail system, demonstrating the proper use of the farecard, transfer (if necessary), directional signs, and other resources.
- 5.32 The student will recognize the station at which he or she is to exit and exit at that station, demonstrating proper use of signs, "addfare" (if necessary), the farecard, and other resources.
- 5.33 The student will explain that if he or she exits the system at the wrong station, he or she will re-enter the system, use the necessary resources to locate the correct station, go to that station, and exit the system.

V. COMMUNITY AWARENESS SKILLS
C. USING THE BUS

Vocabulary	• Metrobus	• "What stop?"	• M Metrobus Symbol
Objectives	5.34	The student will briefly explain the concept of bus travel.	
	5.35	In response to questions the student will explain: • the existence of many routes and the necessity of getting the correct bus • the cost of a regular bus ride • the importance of independently recognizing disembarkation places.	
Recognizing a Bus Stop and the Correct Bus Objectives	5.36	The student will recognize bus stop signs and explain their function.	
	5.37	The student will point out bus stop signs throughout the community.	
	5.38	In a small group the student will wait at a bus stop and catch the correct bus for a given destination.	
	5.39	In a small group the student will enter the bus, pay correct fare, and choose a seat carefully and quickly.	
	5.40	The student will communicate with the driver by: • showing the driver a written address (destination) and the question "What stop?" • waiting for the driver's comprehension and reply.	
	5.41	The student will ask the driver to write the response.	
	5.42	The student will disembark safely at a given signal from the driver (or independently) at the appropriate stop and proceed to the sidewalk.	
	5.43	Having left the bus and identified the location as incorrect, the student will take the necessary steps toward reaching his or her original destination. (e.g., seek additional information or directions; wait for another bus)	
	5.44	Having left the bus at the correct location, the student will orient himself or herself and go to the ultimate destination.	

V. COMMUNITY AWARENESS SKILLS
D. USING A TAXI

Vocabulary

• Taxi

• Taxicab

• Cab

Objectives

5.50 The student briefly will explain the concept of taxi use and that it is more expensive than the bus or subway.

5.51 In a small group the student will successfully hail, board, communicate destination (written or spoken), disembark, and pay for a taxi ride.

Test Directions

TEST DIRECTIONS

Purpose

Test Directions provide you with information for administering the pre- and posttests. In most cases, a very specific procedure is prescribed for you to follow during assessment. This has been done to provide a measure of consistency so that a valid picture of each student's performance may be obtained relative to that of the whole class or school population.

Format

Indicators

For each objective, Test Directions indicate the format of the evaluation as a Student Test Paper or part of a Teacher Checklist. Look for either of these two indicators directly below each objective number in the column at the left of the directions.

Information

The information presented in the Test Directions varies in depth and detail based on the nature of the objectives themselves. It ranges from detailed procedures to a simple "self-explanatory" when the objective statement speaks for itself.

Test Directions also may include suggestions about materials needed for assessment.

The Test Directions are an important reference resource that the teacher should employ prior to all testing situations.

TEST DIRECTIONS

I. Communications Skills

A. Personal Data Form

1.01 - 1.21

Student Test Paper
& Teacher Checklist

These objectives focus on the student's ability to complete an application form. The student should complete the Student Test Paper with the appropriate information. The results will indicate the personal information items with which the student needs help. A Teacher's Checklist is also provided which lists the items by objective number. This facilitates recording results on the progress report forms. For instruction, use other examples of application forms. Local fast food franchises, supermarket chains, or department stores all will have application forms. If the students are not at that level of competency, you may design several I.D. cards or applications of your own. Use Student Test Papers for assessment only.

B. Written Messages

1.30

Teacher Checklist

These pretest stimuli should consist of created situations such as role playing and group discussion (your design). In the course of the activities the students will write the appropriate response. You may wish to check the students' comprehension of the sentences prior to the testing. If they can't read them, and don't understand them, they won't be able to write them appropriately.

C. Speechreading

1.40

Student Test Paper

Before the pretest, check the students' ability to read the 22 items.
Level I of difficulty. Speaking to the student, present each word according to the set groupings (ABCD). Direct the student to circle the word or

response on the Student Test Paper after each spoken stimulus. Make a master copy first. This will help insure consistency and will prove useful when correcting the papers.

1.41

Student Test Paper

Level II of difficulty. This is presented in a similar manner to Level I, but the items are given on a random basis across all sets -- not on a set-by-set basis. Direct the student to:

1. Identify the correct response from the items on the Student Test Paper.
2. Write the corresponding number in each box.

Example: Your first item may be "I'm sorry." The student would make a "1" in the box next to "I'm sorry."

Make a master copy for continued use.

D. Using a TTY or MCM

1.50

Teacher Checklist

These objectives require the student to use a TTY terminal and telephone and an MCM unit and telephone. This involves printed communication. Therefore, you might provide examples of typical conversations. Suggested procedures:

1. In class introduce the use of TTY/MCM, including possible emergency numbers.
2. Go to terminals to introduce operational procedures.
3. In class practice short pre-written or student-written conversations. This may be done team vs. team, with the teacher at the board and individual students at their seats, or student to student.
4. At actual terminals students practice operation and conversations by contacting another terminal (make a call).
5. With the TTY the teacher may want to keep

the printouts as a record of student progress or to indicate correct or incorrect examples during class.

OPERATIONAL CHARACTERISTICS OF TTY

- * To advance paper for a new line, press "LINE FEED."
- * To return carriage for a new line, press return every time you complete your message with "GA" (go ahead). Press LINE FEED and return so that the other person's response will appear as a new paragraph.
- * To use numbers and figures, press the FIGS key.
- * To get back to letters, press the LTRS key.

OPERATIONAL CHARACTERISTICS OF MCM

- * There are only capital letters, no small (lower case) letters.
- * To use numbers or figures (\$, #, L, etc.) push the shift key at the left side of the keyboard.
- * To return to use of letters, press the shift key at the right side of the keyboard.
- * To clear the readout window, push CLEAR and BACK SPACE key after another (Hold CLEAR down and push BACK SPACE.)
- * Back spacing to correct (erase) errors is not recommended if the other person is at a TTY terminal printout.
- * Recommended procedure to correct errors is to press "XXX" after the mistake, then space, and begin again with correct word.
- * Because the MCM utilizes a printout window and does not have a printout sheet, it may be difficult for students with low language skills. You might have the student (or another) student record the words as they appear on the window. That would serve as the written copy.

ANSWERING A CALL ON BOTH TTY AND MCM

- * When the phone rings the light flashes with the ring.
- * Pick up the receiver and put it in the receptacle properly, with the cord in the notch.
- * Turn on the terminal
On the TTY you can feel the vibration.
On the MCM you will see a small red light.
- * The person answering types first:
 - a. "Hello. This is _____." (variations)
 - b. "GA" (indicates "go ahead")

- c. Stop after you print "GA." The other person should respond.
 - d. Wait for the other message. When you see "GA" then you respond.
 - e. To sign off at the end of a conversation, type "GA" to "SK." This means "I'm finished, add what you want or sign off with "SK."
 - f. When you see "SK" it means the other person is finished. The conversation has ended.
- * Following the final "SK" turn off the machine and replace the receiver on its cradle on the telephone.
 - * Punctuation is not always used. (You must shift for periods.) Sentences may be terminated by pushing the SPACE bar several times.

MAKING A CALL ON BOTH TTY AND MCM

- * Pick up the receiver and place it properly in the receptacle, cord in the notch.
- * Turn on the terminal and coupler.
- * Dial the phone number desired.
- * Watch the light on the side of the coupler bar. If the light goes on and off continuously and quickly that means the line is busy. If so, hang up. If the light flickers, stops, flickers, stops, etc., that means it is ringing.
- * Wait until you see some typed signal. Then the conversation begins. At this point, proceed as described above in #4, "Answering a Call."

E. Everyday and Danger Vocabularies

1.60

Teacher Checklist

For this objective, I recommend that you make

laminated flash cards (1 per vocabulary item).

As you show a card to a student, he or she should be able to give you a reasonable definition of the item through the air. If he or she is unable to respond through the air, use another technique. Possible options include:

- * matching task (e.g., word to picture)
- * multiple choice picture selection
- * various dramatizations

Use the Teacher Checklist to record the results. It is a master list of all vocabulary items for

objective 1.60 divided into two groups, "Everyday Vocabulary" and "Danger Vocabulary."

F. Symbols

1.70

There are two methods for evaluating this objective. In both use the Teacher Checklist. It is a master checklist of all symbols, divided into two groups, "Everyday Vocabulary" and "Danger Vocabulary."

- * Using the Student Test Paper as a stimulus, point to a symbol and ask the student for a through-the-air definition (or explanation). Record the results on the Teacher Checklist.
- * Give the Student Test Paper to the student. Instruct the student to select a definition (from the box at the bottom of the page) and write the definition on the line next to the symbol. Record the results on the Teacher Checklist.

Appendix B, Survival Skills Symbol Workbook, offers all of the symbols found on the SYMBOLS TEST F, Objective 1.70. The format of this student workbook presents the symbols in the same arrangement as found on the test papers. The only difference between the two is that in the workbook the titles are given directly under each symbol, while on the test papers, the titles are grouped randomly in a box at the bottom of the page.

The Symbol Workbook is used by the student as a reference tool. The teacher may reproduce the cover page and any of the pages studied in class.

TEST DIRECTIONS

II. Daily Skills

A. Counting

2.01

Teacher Checklist

In this objective, the teacher simply asks the student to count according to any of the various increments listed, a. through i. The teacher should employ the Teacher Checklist to record the results for each interval.

The column at the right indicates the relevant area of study in other Survival Skill objectives. However, this process of counting is important in itself, and will provide a quick measure of the students' ability to count and to "shift" their thinking by counting different increments and maintaining the given sequence (by 5's, by 10's, etc.)

Note that c. through i. require the student to go beyond the number 100. Too often students are not able to count past 100, even by ones. The numbers required here will insure that they can continue beyond that point.

In all cases, the numbers suggested are minimal requirements for testing purposes. It is never suggested that the student stay within these limits during classroom instruction.

2.02

Teacher Checklist

This objective differs from Obj. 2.01 only in that it requires a printed response. Many students perform at different levels when the response is printed rather than through the air.

As the teacher records the results on the Teacher's Checklist, any discrepancies between 2.01 and 2.02

may be easily compared, revealing a student's "better" mode for that task.

2.03
Student Test Paper
The teacher should ask the student to complete the number lines by filling in the missing numbers on the Student Test Paper, and explain that the lines may be any sequence (5's, 10's, etc.).

B. Time

2.10
Teacher Checklist
This objective is self-explanatory. Use the Teacher Checklist to record results.

2.11
Teacher Checklist
This objective is self-explanatory. Use the Teacher Checklist to record results.

2.12
Teacher Checklist
This objective is self-explanatory. Use the Teacher Checklist to record results.

2.13
Student Test Paper
A Student Test Paper is provided on which the student may write the numbers around the face of the clock.

2.14
Teacher Checklist
Self-explanatory.

2.15
Teacher Checklist
This objective does not require a verbatim response, but simply requires the student to explain the function of each "hand" in his/her own words.

2.16
Teacher Checklist
This objective does not require a verbatim response, but simply requires the student to explain the function of each "hand" in his/her own words.

2.17
Student Test Paper
& Teacher Checklist
The teacher should use the times listed on the Teacher Checklist for this objective. Using any one of several clocks and watches, the teacher would set the time (#1 = 2:00) on the clock or watch and show

it to the student. The student would then write that time on the Student Test Paper provided for this objective.

The use of more than one clock or watch is suggested in order to insure that the student can generalize the process to all time pieces. Clockfaces vary widely.

2.18

Teacher Checklist

The teacher should first provide the student with a clock or watch and demonstrate how to manipulate the hands. Then the teacher should give the student the printed times listed on the Teacher Checklist. Flashcards are suggested as the times must be presented one at a time. (#1 = 3:30)

The student is required to manipulate the hands of the clock to show each required time. The teacher may wish to show the stimulus time on a digital clock as a variation, but a set of flashcards may prove to be more efficient as they can be employed with each student, and for both pre- and posttest situations.

2.19

Student Test Paper

After classroom practice to insure proper use of the words "morning," "afternoon," and "night," the student should write the appropriate word following the given times on the Student Test Paper for this objective.

2.20

Student Test Paper

The Student Test Paper provided for this objective is primarily a model. Obviously, activities may be different for each student's daily schedule. The teacher should modify the Student Test Paper by substituting photos or drawings of appropriate activities as needed. Then have the student write

the correct time for that activity or class.

A relaxed instructional activity would be to have the student complete his or her own daily schedule (including all times and activities) on a grid.

2.21

Self-explanatory.

Student Test Paper

2.22

Teacher Checklist

This objective deals with the student's ability to estimate periods of time. It should be noted that the time spans listed range from 5 seconds to 30 minutes. This range demands that the teacher present various tasks that will be appropriate to the student's abilities, interests, and age level. Some suggestions would be for the student to perform some physical task such as "stand on one foot" or "close your eyes," (5, 10, 30 seconds or 1 minute) or to draw a picture, or color or read (5 minutes to 30 minutes). Success will depend on the teacher setting up activities that will work best with individual students.

The teacher must specify each time span desired.

Example: "Do this for 5 seconds," or "stop when you think 30 seconds have gone by." A Teacher's Checklist is provided. It offers two opportunities for each time span.

2.23

Teacher Checklist

This objective also deals with estimation of time. However, this requires the teacher to perform a task, while the student must express the amount of time that has elapsed.

A Teacher's Checklist is provided.

Both objectives (2.22 and 2.23) are well suited for games and fun activities in the classroom.

C. Calendar

2.30

Student Test Paper

The teacher should give the student the test paper and a calendar, and direct the student to locate the correct information on the calendar and to write the answers on the blanks on the test paper.

2.31

Teacher Checklist

To test this objective, the teacher should give the student a calendar and simply request the student to "show me the days of the week." The student must then indicate the names of the days, Sunday through Saturday, as printed on the calendar.

Record the results on the Teacher's Checklist.

2.32

Teacher Checklist

Note that there are two types of student responses for this objective. For the "printed" response, give the students pencils and paper and ask them to write the days of the week in order. (Start with Sunday since it corresponds to the sequence printed on the calendar.) For the "through the air" response, just ask the student to recite the days of the week.

Record the results on the Teacher's Checklist.

2.33

Teacher Checklist

Follow the same procedures as used for Obj. 2.32. Specify "months of the year" rather than "days of the week."

2.34

Teacher Checklist

Give the students a calendar. Ask the student to point to the correct dates for a, b, and c. Hopefully the student will have opened the calendar to the correct month independently.

2.35

Student Test Paper

Give the student a calendar and the blank form found in the STUDENT TEST PAPERS. Direct the student to

copy the data for a certain month.

Note that many students automatically write 1 in the first available block, which may or may not be correct. Avoid this by requesting a month during which the first day is not Sunday.

Record the results on the Teacher's Checklist.

2.36
Teacher Checklist

Self-explanatory. Record results on the Teacher's Checklist.

2.37
Teacher Checklist

Give the student a calendar and ask him or her to find the dates suggested on the Teacher's Checklist. You may request the dates at random or in the order found on the checklist. Request one date at a time.

2.38
Student Test Paper

Give the student a calendar and the Student Test Paper for this objective. Direct the student to locate each date in the calendar and to write the day it falls on the blank.

If classroom instruction proves necessary following the evaluation, it might be helpful to point out that the corresponding days CHANGE from year to year.

2.39, 2.40
Student Test Paper

The printed days for Objective 2.39 and the printed months for Objective 2.40 are on a single Student Test Paper. Direct the student to write the abbreviations on the lines.

2.41
Student Test Paper

Self-explanatory.

D. Temperature

2.50 Self-explanatory.

Teacher Checklist

2.51 Self-explanatory.

Teacher Checklist

2.52 Self-explanatory.

Teacher Checklist

2.53 - 2.55 The number scales for these three objectives may be found on a single Student Test Paper. The only precaution suggested is to make sure that students understand the progression on Obj. 2.55. Once the student has entered 60 as the last number on the upper line, he or she should follow the arrow to the beginning of the lower line and hopefully enter 62 as the 1st digit on the lower line.

2.56 This is a simple task of "reading" thermometers and communicating the data, either by a written response or by a "through the air" response.

Teacher Checklist

2.57 Make sure the student can read the vocabulary needed here. Record the results on the Teacher Checklist.

Student Test Paper

2.58 Naturally, in cases of inclement weather, the student could estimate the temperature inside the room as well. The 10 degree variance is suggested since this is an estimating activity. You may wish to set a variance that is lesser or greater than the 10 degrees depending upon your students. Note any such changes when you record the results on the Teacher Checklist.

Teacher Checklist

2.59 Self-explanatory. Record the results on the general Teacher Checklist.

Student Test Paper

- 2.60
Teacher Checklist
- If you evaluate for this objective with a "live" or taped weather report, take care to insure that the information to be gleaned by the student is clearly presented.
- 2.61
Teacher Checklist
- This objective implies that the student will key on necessary data and interpret it appropriately before being able to respond correctly.
- E. Alphabetizing
- 2.70
Teacher Checklist
- Assessment will require the teacher to produce sets of clearly made letter flashcards for each category listed, a. through d. Give the student one shuffled set at a time to arrange in alphabetical order. Record the student's performance on the Teacher Checklist.
- 2.71
Two Student
Test Papers
- The upper and lower case print alphabets (a. and b.) are found on one Student Test Paper while the upper and lower case script alphabets (c. and d.) are found on a second Student Test Paper.
- The teacher may wish to emphasize that the student must supply letters that are consistent with each particular alphabet; i.e., "f" would be incorrect if used on the lower case script category.
- 2.72a.
Teacher Checklist
- The teacher should give the student a piece of lined paper on which the letters "A,B,C,D" are clearly printed and then direct the student to complete the alphabet by printing capital letters. Record the results on the Teacher's Checklist.
- 2.72b.
Teacher Checklist
- Use same procedures as in 2.72a., but for the lower case.
- 2.73a.
- Same procedures as in 2.72a., but adjusted for upper case, script.

2.73b. Same procedures as in 2.72a., but adjusted for lower case, script.

2.74
Teacher Checklist Self-explanatory. Teacher observes and records performance results on the checklist.

2.75
Teacher Checklist It is suggested that the teacher provide the 26 words on individual flashcards. With this approach the teacher can observe the student's organizational skills in setting up a response and this should help to pinpoint each student's weak or problem areas.

2.76
Teacher Checklist This objective requires a student to work with less than a complete set of 26 cards. It is suggested that no more than five words be removed and that no consecutive words be removed at this point.

ALPHABETIZING TO THE SECOND LETTER

2.77
Teacher Checklist You may wish to start by making several sets of flashcards. Each set will need three cards, one word per card. Each of the three words should begin with the same letter but have different second letters. For example:

BAT	BOUGHT	BRAND
MANY	MONEY	MUCH

You will find it necessary to demonstrate the procedures very clearly, perhaps even by doing an example set yourself.

I recommend making 5 to 10 sets of these flashcards for assessment to make sure that the students have generalized the rule.

Always make additional sets for classroom instruction.

2.78

Teacher Checklist

The teacher should prepare several different sets of 52 flashcards, with one word printed per card. Each letter of the alphabet should be used as the initial letter for 2 cards, i.e., AIR - ART, BABY - BIKE, CARRY - CHICKEN, etc.

Shuffle the set of 52 cards and ask the student to arrange them in alphabetical order. Emphasize to the student that you want one continuous arrangement of 52 cards rather than two separate alphabets of 26 cards.

2.79

Student Test Paper

Using the Student Test Paper for this objective, direct the student to fill in the blanks according to alphabetical order using the answer words found in the box. Record the results on the checklist as well.

ALPHABETIZING TO THE THIRD LETTER

2.80

Teacher Checklist

Prepare several sets of flashcards. Each set will need three cards, one word per card. Each of the three words should start with the same two letters, but have different third letters. For example:

MONEY	MORNING	MOUTH
LARGE	LATE	LAW

Demonstrate procedures clearly. Do an example set yourself.

Making 5-10 sets of these flashcards for assessment purposes is recommended. Always make additional materials for classroom instruction.

2.81

Student Test Paper

Using the Student Test Paper, direct the student to arrange the words on the lines in alphabetical order.

You may want them not to expect two words starting with each letter. Only 50 words are given and there may be more or fewer than two words for each letter of the alphabet.

Record the results on the Teacher's Checklist.

USING THE ALPHABET

2.82

Teacher Checklist

Some consideration should be given to the kind of dictionary used for this objective. You might want to start with a simpler primary-type dictionary and proceed to more complex ones according to the ages and skill levels of your students. Give the student several words to locate. The given words should be printed for the student, and presented one at a time. You will want to explain to some students that the dictionary is set up in alphabetical order. Note whether or not the student uses the alphabet to locate the words and include that information when recording outcome on the teacher's checklist.

2.83

Student Test Paper

Using the Student Test Paper, direct the students to write (or print) the names on the lines in alphabetical order. Be sure to point out that the names are given with first names first, and that the order is to be changed to last names first, as would be found in a telephone book or roster.

2.84

Student Test Paper

Following the directions on the Student Test Paper are several blank lines. The teacher should enter three or four names from a student and/or faculty directory onto these lines. Then, giving the Student Test Paper and the directory to the student, the teacher should ask the student to locate the given names in the directory and to supply the missing

information on the lines below.

2.85

Teacher Checklist

The teacher should present the student with copies of the Yellow Pages and the regular "residential" telephone directories, and ask the student to explain what each one is for. The teacher should accept any basically accurate description of the concept ("one is for businesses, the other is for people's homes"). In Survival Skills, it is the understanding of the concept or the demonstration of the skill that is of primary concern rather than a strict literal response.

2.86

Teacher Checklist

The teacher should present several directories to the student. In some locations, such as metropolitan Washington, D.C., the student may be faced with a choice of six different directories, i.e., Yellow and White pages for Washington, D.C.; Maryland; and Northern Virginia.

If you have students from out of state and do not have access to their directories, then use your address, or another student's, as long as you give the student some address to start with. If given out-of-date books with current ones, the student should realize that the old ones may not be accurate, because people move and numbers change.

2.87

Student Test Paper

Using the Student Test Paper (top half 2.87 only), the teacher should write or print a viable name and address on the lines indicated. Then, giving the correct directory for that name and address, the teacher must observe the student as he or she attempts to locate the number.

The primary purpose of this objective is to see if the student is applying his or her knowledge of the alphabet to this practical task. Therefore, if the student finds the phone number and writes it on the line, but has done so by 20 minutes of random paging he or she would not receive credit for mastery of the objective. The important process here is using the first initial of the last name to locate the number.

Record the results on the Teacher Checklist.

2.88
Student Test Paper

The teacher will need to precede this task with a discussion about the repair of a hearing aid, how deaf adults procure help for a damaged aid, and the expense and procedures involved. The teacher should also explain the definition of "Hearing Aid Dealer." If such a person does not fulfill this function in your area, change the title before testing as needed. This objective also requires the student to use the alphabet to locate the necessary information. However, the teacher should also be aware that use of the Yellow Pages involves an entirely different process than use of the White Pages. First the student must think of the product or service required. This labeling of categories is no easy task.

There are no objectives in Survival Skills that require mastery of the use of the Yellow Pages beyond the level of 2.88. However, this is an excellent area to pursue in the classroom. A Student Test Paper is provided. It is on the same page as 2.87. Remember to record the results on the Teacher Checklist.

Objectives relating to hearing aid use will follow in II.F. "Hearing Aids," Objectives 2.90 to 2.98.

F. Hearing Aids

2.90 - 2.98

Teacher Checklist

Objectives 2.90 through 2.98 all deal with the student's understanding, maintenance, and use of his or her hearing aid. None of these objectives requires a printed response on a Student Test Paper. Each objective demands close teacher observation of student behavior or communication.

Objective 2.97 specifies use of a body aid, while Objective 2.98 specifies use of an ear-level aid. Naturally, each student should concentrate on the use of his or her personal aid. However, once successful, the students may wish to learn about other aids as well.

Use the Teacher Checklist to record student performance.

TEST DIRECTIONS

III. Money Skills

A. Money, Names, Values

3.01 - 3.05

Teacher Checklist

The teacher may set up this evaluation by placing a "fake money" card and a "real money" card on a table and asking the student to discriminate the given amounts of fake and real coins and bills accordingly.

An alternative method would be to show the student real and fake coins and bills one at a time. In this case the student should respond "real" or "fake" (false, play, bogus, not real, whatever) to each one.

The objective specifies using an envelope. Any box or similar container that will store your collection of fake currency and be readily available for future tests would be fine.

Record student performance on the Teacher Checklist.

3.02

Teacher Checklist

Here, as in Obj. 3.01, the objective specifies use of envelopes, but boxes or jars or any similar container will serve just as well. The purpose of the objective is to identify coins and bills appropriately. Use real money. Record the results on the Teacher Checklist.

3.03

Teacher Checklist

First, the teacher will need to prepare a set of index cards, each of which represents the value of a single coin or small bill (1¢, 5¢, 10¢, 25¢, 50¢, \$1.00, \$2.00, \$5.00, \$10.00). For many students, 1¢ is much easier to understand than \$0.01. (See objective 3.07)

Include coins worth one dollar, but make a card for each one, as well as one for the dollar bill. You may or may not want to include cards that offer values that don't correspond to any single coin, such as 15¢, 20¢, 39¢, 75¢, \$1.50, etc. However, do so with the understanding that it increases the difficulty of the task. Try this approach first during classroom instruction.

Once you've prepared the cards and the money, tell the student to match only one coin or bill per card. Use real money.

3.04
Teacher Checklist

First the teacher will need to prepare a set of index cards. On each card the teacher should print the name of one coin or bill (penny, nickel, dime, quarter, half-dollar, one dollar, ~~two dollars~~, five dollars, ten dollars).

Include coins worth \$1.00 but make a card for each one, as well as for the dollar bill.

Tell the student to match only one coin or bill per card. Use real money.

3.05
Teacher Checklist

The teacher must first prepare two sets of cards. One set will show the printed values of the various coins and bills, as in Obj. 3.03, one value per card. The other set will show the printed names of the various coins and bills, as in Obj. 3.04, one name per card.

You may wish to use one color of cards for the values and another color for the names.

NOTE: No money is involved in this objective.

NOTE: When preparing materials for assessment of Objectives 3.01 through 3.05, you may find the following suggestions to be helpful.

Print the subject heading and objective number (III. A. Money, Obj. 3.01) on the back of each card. This helps to sort them when they are inevitably dropped, mixed, or misplaced.

Laminate the cards if at all possible. Your tests will last for years rather than months. Use some sort of container to hold the materials for each test. Label the container with objective number. Small flip-top index card filing boxes work well. They provide efficient storage and easy access and reduce confusion.

Finally, consider making duplicate sets. This will permit testing more than one student at a time.

Do not use assessment materials for classroom instruction.

B. Counting and
Adding Money

3.06

Teacher Checklist

Prior to the test itself, the teacher should prepare the necessary money. Then, providing one series of coins or bills at a time, a. through f. (see checklist), the teacher should ask the student to count the money, and observe.

For each series, a. through f., use only the specified coins. Do not mix pennies with nickels or dimes.

Provide only the specified amounts. These amounts have been selected so that the student is required to make a transition beyond the 10's or 100's place when counting. Using the same amounts will also

insure consistency of evaluation.

If a student cannot count up to the suggested amounts, note the point at which he or she stopped, along with the date of the test, on the Teacher Checklist.

3.07
Student Test Paper

Give the Student Test Paper to the student. Explain the directions and point out the example.
Record the results on the Teacher Checklist.

3.08
Teacher Checklist

The teacher should provide the student with the specified combinations of coins. The Teacher Checklist offers a detailed breakdown of the various combinations, in sequence.

The student should be directed to count each combination mentally, and to write the correct value on a piece of paper in decimal form.

For example, given a penny and a nickel the student would count the money and write \$0.06. The teacher would mark ✓ or X on the Teacher Checklist and then give the next combination.

Use real money.

3.09
Teacher Checklist

For this test, the teacher should have at least \$2.25 on hand in the various coins and dollar bills. First, the teacher should give any of the coins or bills to the student and ask the student to write that amount on a piece of paper in decimal form. The teacher then gives any second coin and asks the student to write that amount under the first one and add the figures.

For example, The teacher gives

a nickel \$0.05

Then, a dime \$0.10

\$0.15

Then the next coin, etc.

The teacher proceeds by continuing to supply each increment, while the student proceeds by recording that amount and adding it to the previous balance. Through classroom instruction, this should suggest to the student a strategy for counting money and serve as a practice for addition problems on paper. Use real money.

3.10

Teacher Checklist

The teacher should place at least \$4.00 in coins and small bills on the student's desk or table.

Then, using previously prepared cards or simply by writing on a paper, the teacher should present one of the printed amounts listed on the Teacher Checklist. The student should then select any set of coins that makes up the requested amount. The teacher records ✓ or X on the appropriate checklist line and then proceeds with another printed stimulus.

The teacher may want to note additional information on the checklist. Some students will attempt to complete the task using all pennies. This kind of information will help focus classroom instruction to that student's level.

3.11

Teacher Checklist

Using previously prepared cards or simply by writing on paper, the teacher should present one of the printed amounts listed on the Teacher Checklist, and direct the student to express that amount

accurately. The teacher should give credit for a correct response only when the student expresses the requested amount literally, with correct signed/spoken word order.

For example, if the teacher shows a printed stimulus of "\$0.49," the student must express it as "forty-nine cents." Likewise, if the teacher shows a printed stimulus of "\$3.24," the student must respond "three dollars and twenty-four cents." Then the teacher records the ✓ or X on the appropriate lines of the checklist.

In the classroom, during instruction, the teacher should always demand literal expressions of amounts of money. In this way, the students are required to make a clear distinction as to the number of dollars and cents they are describing. The obvious benefit is that this practice will enhance the student's ability to communicate precise amounts of money. Once this practice is established it may help the students to structure their mental calculations as well.

3.12

Teacher Checklist

The teacher should provide \$5.00 in coins and bills. Then the teacher asks the student for each of the amounts given on the Teacher Checklist. The teacher's request should be a straightforward signed/spoken stimulus. For example, "Give me three dollars and thirty-nine cents." The student simply selects that amount from the available currency. It is suggested that you use the following breakdown of coins and bills.

- | | |
|----------------------|-------------|
| * 3 one-dollar bills | * 3 dimes |
| * 2 half-dollars | * 3 nickels |
| * 2 quarters | * 5 pennies |

If these coins are used, the total still equals \$5.00. However, this arrangement will force the student to make the most "efficient" use of the money. This way, the student would not be able to give 4 quarters as \$1.00, or 10 pennies as \$0.10. Since this is primarily an assessment of receptive communication, emphasis must be given to clear expressive stimuli by the teacher.

3.13

Teacher Checklist

The teacher should provide the student with the specified coins. Then, one at a time, the teacher should ask for change for each of the coins listed on the checklist, a. through e. The student must simply provide accurate change from the available currency. The coins to be made available to the student have been clearly specified in this objective. The intention is to prevent the student from dealing solely with one or two familiar coins, i.e., students cannot give 25 pennies as change for a quarter.

3.14

The teacher should have at least \$10.00 on hand. A breakdown of coins and bills is suggested in the procedures on the checklist. Such an arrangement would lead the student to count relatively large amounts of change to complete the tasks.

The teacher should give the student the amounts of money listed on the checklist, one at a time. The student is required to count the money and write the sum.

The primary purpose of this objective is to count coins and bills and record the amount, but the emphasis here is that the student be able to do so for amounts in the \$5 - \$10 range.

3.15

Student Test Paper

The student should be directed to complete the addition problems on the Student Test Paper. Point out that answers must be written with the dollar symbol and decimal point in correct position in order to get credit. These are mixed problems. That is, some require regrouping (carrying) and others do not. The problems that do require regrouping are varied according to the one's, ten's, and hundred's place. Therefore, this Student Test Paper should provide a brief assessment of the student's abilities even at these different levels. Remember, this Student Test Paper is offered only as a brief assessment tool. None of the objectives in Survival Skills deal purely with teaching the process of addition itself. The teacher should only use this Student Test Paper with some prior knowledge of the student's addition skills, or at least within the context described above. Results of the student's performance should be recorded on the Progress Report Form.

C. Recognizing More and Less

3.16

Teacher Checklist

Prior to making a purchase, students must compare the price of an item to the amount of money that they have. Many students are able to read the price of an item and also count their money. However, too many are unable to follow through with the necessary comparison of the two in order to determine whether or not the money they have is enough to cover the cost of the item. This objective activity is designed to assess the students' ability in counting and comparing basic amounts of money (combinations of coins), and in identifying the amounts as "more," "less," or "equal" (same). The teacher may wish to precede the comparison of coins by giving the student an opportunity to

compare numbers of other objects (pencils, paper clips, whatever). This should help the student become familiar with the procedures and required responses. Starting off with pennies, as the checklist does, may prove sufficient.

The teacher will note that the checklist covers the complete range of possible combinations between each of the coins. Even so, the list as offered here only gives basic combinations. Once the student has mastered this list, it is suggested that the amounts and combinations of coins be increased and varied for higher level comparisons during classroom instruction.

Before testing note the numbers of coins and bills prescribed on the checklist.

Procedures for testing are as follows. The teacher should have the money ready and set up the first combination. Ask the student to count the coins in each group and to express whether or not the amounts are the same. Then, if not the same, the student must identify one set of coins as "more" and the other as "less."

The teacher marks ✓ or X on the checklist and sets up the next combination.

3.17

Teacher Checklist

Ultimately, the real test of a student's progress should be measured in a store. When this is not possible, or reasonable for everyday practice, the teacher is required to establish an appropriate store setting, including containers of everyday products with prices clearly marked.

In the store, the teacher should give the student

some real money with which to make an actual or supposed "purchase." The student must select an item and determine the price.

For this test, the student compares the money on hand to the price of the item and expresses to the teacher:

- a) which amount is more and which is less (or that they are the same);
- b) whether or not he or she has "enough" money to make the purchase.

The key to this objective is that the student understand the concept of "enough" (sufficient funds) and the realization that this comparison is necessary prior to every purchase.

Based on several repetitions of the process, the teacher should record ✓ or X on the Teacher Checklist.

3.18
Teacher Checklist

In a store or store setting as described in 3.17, the student should have enough money to make the purchase. The student is required to:

- a) read the price tag, and
- b) pay for the item with the exact amount.

Based on the observation of the student's performance, the teacher should record ✓ or X on the Teacher Checklist.

D. Making Change

3.19
Teacher Checklist

The word "subtract" is used in this objective because making change in a store will probably require some process of subtraction, whether mentally or with paper and pencil.

For the test, the teacher should have several dollars worth of change. (You will want to vary the coins that make up "the dollar.")

The teacher should give at least a dollar in change to the student and direct the student to "subtract X amount." For example, "subtract \$0.40" or "subtract \$0.89."

The student is required to a) remove the specified amount from the dollar, and b) express the value of the remaining coins.

During classroom instruction, the teacher will want to give the student an opportunity to associate this procedure with that of figuring out one's change after a purchase. The dollar is what the student would have upon entering the store. The "X amount" would represent the cost of the item purchased. The value of the remaining coins would be the student's change.

This kind of task requires lots of practice in your classroom "store." The teacher will want to go well beyond the suggested level of one dollar as the student improves.

3.20

Teacher Checklist

Many students do not even realize that they will have money left over after they pay for an item. Many take their cue from the cashier to see if any money is being returned. The students should figure out for themselves whether or not they'll be receiving change.

When testing, in the role-playing situation, you (as cashier) may want to delay, or ignore the student following his or her purchase to see if he or she will wait for change or just walk away.

3.21
Teacher Checklist "Mock Shopping Situation" simply implies role-playing, probably in your classroom "store," or in a real store if at all possible. The procedure is self-explanatory.

3.22
Teacher Checklist This simply reverses the student's role. For this objective, the student becomes the cashier or merchant. The student must carry out the procedures of accepting money, counting it, and making change (if necessary) when another student, or the teacher, makes a purchase.

3.23
Student Test Paper The student should be directed to complete the subtraction problems on the Student Test Paper. Specify that answers must be written with the dollar symbol and the decimal point in correct position in order to get credit. Some of these problems require regrouping (borrowing). Others do not. The problems that do require borrowing vary the need for this procedure at the ones, tens, and hundreds place. Therefore, this Student Test Paper should provide a brief assessment of the student's abilities even at these different levels. Remember, this Student Test Paper is offered only as a brief assessment tool. None of the objectives in Survival Skills deal purely with teaching the process of subtraction itself. This Student Test Paper should only be used within the context described above. Results of the student's performance should be recorded on the Progress Report Form.

E. Taxes, Checks, Credit Cards

3.24 - 3.27 These objectives all require the student to give an adequate "through-the-air" response, but only after the teacher has established a context for the discussion. It is suggested that a role-playing

situation be set up using real checks and credit cards. The teacher must observe the student's explanation of the concept and record the results on the Teacher Checklist.

Obviously, to some degree this will be a subjective decision made by the teacher. The student's capabilities and functional level should be considered in that they may affect the student's level of communication. However, these objectives are designed to elicit the student's understanding of the concept, and not to evaluate his or her language skills.

Many students believe that people can write checks or use credit cards for "free." Not only are they unaware of the charges involved, but they don't even realize that money must be in the bank to cover a check or that a bill will be due if you use a credit card.

The objectives listed deal only with these basic premises and do not detail a procedure for writing checks or using credit cards.

However, this is not to suggest that you should not pursue these topics in the classroom. Using bank books, establishing checking accounts, writing checks, and using credit cards are just a few of the practical skills that students may need to learn.

TEST DIRECTIONS

IV. Consumer Skills

This section on Consumer Skills contains many objectives that are most easily tested "on location" and therefore require the teacher to take the students to a store. The teacher may wish to set the stage by means of classroom discussion or role playing in a simulated store setting. It should be noted that many students frequent actual stores quite often. Trips to stores in the community offer the teacher an excellent opportunity to assess just how well the students function in their environment. The teacher may wish to contact the store manager prior to a visit with the students. Many managers are cooperative and willing to assist, especially if the visit is arranged during a period of the day when the store is not too busy.

4.01

Teacher Checklist

This objective could most easily be evaluated at a shopping mall or in a commercial district. The teacher should elicit each student's need or want and observe his or her selection of an appropriate store. In some cases the teacher may wish to offer a prop as a suggestion, such as a milk carton, a toy, articles of clothing, or pictures of these things; and then ask the student to locate a store in which he or she could buy such an item.

4.02a.

Teacher Checklist

In a store, the teacher should direct the student to locate any common item. Here, as in 4.01, the teacher may wish to provide a picture of the item. If the teacher requests a particular size of an item, i.e., "a quart of milk," "size 11 socks," then the task is more difficult and performance at that level should be noted on the Teacher Checklist.

4.02b.

In a large store, such as a supermarket, the teacher should ask the student to find the name of the requested item on the main index, and then to use that information (e.g., "Aisle 4") to locate the item in the store.

The teacher should note that most floor directories in department stores will list the general categories rather than specific items. This would suggest some classroom instruction whereby the student could demonstrate such categorizing skills.

4.03

Teacher Checklist

Self-explanatory. Teacher Observation. (see Obj. 3.11)

4.04

Teacher Checklist

The teacher should direct the student to locate two or more sizes of a product (a quart of milk and a gallon of milk, small and large cans of fruit, etc.) and to express the price of each in dollars and cents.

4.05

Student Test Paper

The student should be directed to complete the Student Test Paper provided, and to demonstrate or express proper care for perishable items. The teacher may wish to provide real foods for this assessment. The teacher should record ✓ or X on the Teacher Checklist.

The teacher should introduce the concept of perishable foods, and the words "spoil" or "go bad," and discuss the consequences.

During classroom instruction, some very simple examples can be set up using ice cream, which will melt, or by leaving some perishable food uncared for over several days.

4.06

Either in the classroom or in the store itself, the teacher should provide rotten and fresh examples of the same fruits and vegetables, and ask the student which is which. Naturally, this activity may continue by having the student go through the store to select fresh rather than deteriorating foods.

4.07

Teacher Checklist

In connection with examples of perishable items, such as milk, the student should read and explain the meaning of expiration dates (or "pull" dates) that are found on containers.

4.08

Teacher Checklist

In a store or in the classroom, the teacher should provide three different sizes of an article of clothing, (i.e., small, medium, and large shirts) and three index cards printed "small," "medium," and "large." The student should match the index cards to the corresponding articles. The student should repeat this task with several different sets of clothes, using shirts, sweaters, gloves, etc.

The teacher should check the student's comprehension of the words prior to the test.

The same procedure should be carried out using index cards with the abbreviations "S," "M," and "L."

Student performance, ✓ or X, may be recorded on the Teacher Checklist.

4.09a.

Student Test Paper

Using the Student Test Paper, the student should complete the sentence by writing his or her size for each of the specified articles. The teacher should record the results on the Progress Report Form.

4.09b.

Student Test Paper

The teacher should indicate each of the specified articles of clothing one at a time, by pointing,

pictures or "through-the-air" communication and ask the student to express his or her size for each one. Results may be recorded, ✓ or X, on the Progress Report Form.

4.10
Teacher Checklist

This assessment should be carried out in a store, using regular price tags found on clothing on racks, shelves, or tables. The student is required to locate the necessary tags and to express "through-the-air"

- a) the price of the article,
- b) the size of the article, and
- c) whether or not it is his or her size.

4.11
Teacher Checklist

In the store, the teacher should give the student some real money with which to make an actual or supposed "purchase." The student must determine the price of an item and compare that price to the amount of money on hand. The student should express to the teacher which amount is more and which is less (or that they are equal), and whether or not he or she has enough money to make the purchase. For further details, refer to Test Directions for Objective 3.17 (Money Skills).

4.12
Teacher Checklist

This assessment must be completed in a store. It requires the student to demonstrate patience and good behavior while waiting in a line, as well as selecting the proper line in the first place. In a supermarket, this may include going to a short line rather than a long one, or selecting the "express" line when purchasing just a few items. In a department store, it may involve finding the appropriate cash register or checkout counter for each department.

4.13

Two expressions often used in a store are "Where is the _____?" when we cannot find an item and "How much is _____?" when we can't determine the price.

The teacher should set up the situation by explaining the procedure to the student and perhaps by helping the student to determine the article in question. It would not be in the student's best interest for the teacher to "prompt" the store employee.

The objective suggests that the student communicate first in through-the-air communication. This would mean speech for this situation since we can assume that employees are not familiar with manual communication.

Having the student follow up with a printed version as well will suggest to the student a possible alternative strategy for communicating basic needs. In many cases, this will be necessary depending on the intelligibility of the student's speech.

4.14

Teacher Checklist

This activity may have been completed in a role-playing situation. (see Money Skills, Obj. 3.20) The task here is the same, except that it should be performed in a real store. The student, when purchasing an item in a store with more than the exact cost of an item, should wait until change is given before leaving.

4.15

Teacher Checklist

The student should count his or her change following a purchase and tell the teacher whether or not it is correct (as in Money Skills 3.21).

4.16

Teacher Checklist

We often see the word "SALE" in giant letters in store windows or in advertisements indicating to us that items are being offered at reduced prices as opposed to a "FOR SALE" sign which indicates availability.

In his or her own words, the student should explain that the word "SALE" means that certain items will cost less than they did before, for a short period of time.

4.17

Teacher Checklist

Using an standard type of merchandising catalog, the teacher should direct the student to locate certain specific sections such as boy's clothes, furniture, jewelry, toys, kitchen appliances, etc.

The student may respond simply by locating the correct pages in the catalog. The teacher should request several categories to assess comprehension on this task.

4.18

Teacher Checklist

The teacher should provide the Student Test Paper and any standard type of catalog that clearly presents pictures or photos of products accompanied by printed descriptions somewhere on the same page. The student should be directed to locate four items that they would like and to write the necessary information about each item on the Student Test Paper.

The teacher should demonstrate at least one example of this procedure.

Mark the results, ✓ or X, on the Progress Report Form.

TEST DIRECTIONS

V. Community Skills

NOTE: Many of the objectives in the Community Skills section demand that the teacher and students spend some time outside of the classroom, "on location" in your neighborhood or city. For many students, these experiences in the community will help to establish a foundation upon which future classroom lessons can be built.

In addition, these experiences should help the students to establish the practice of using some of the street signs and printed information that surround them in their environment.

On such occasions, the teacher can take along a clipboard or any relevant Teacher Checklist to record student performance on the spot.

5.01

Teacher Checklist

The teacher should set the stage through classroom discussion or while in the community. The student's explanation should be acceptable in his or her own words and the teacher should evaluate it based on expression of the concept.

5.02

Teacher Checklist

This objective must be evaluated in the community. Initially, any residential area or neighborhood would be preferable as the progression of house numbers is usually more predictable than in a commercial area.

The student should identify the building as a house, school, store, etc. through conversation with the teacher.

The teacher should then provide the student with a

paper on which to write the address of the building. The teacher may want to design a ditto worksheet that would structure the student's written response, and provide space for several written responses for this task. The student should include at least the address number, the name of the street, and name of the city for each address requested by the teacher.

5.03

Teacher Checklist

This objective must be completed in the community. The teacher will want to set a frame of reference for the student by explaining the nature and purpose of the task prior to assessment. Give an example of what is expected.

In Washington, D.C., N.E., N.W., S.E., or S.W. should be included with the street names when written by the student.

5.04

Teacher Checklist

The teacher should determine the specific rules and levels of awareness appropriate to the students' needs in each locality. In all cases, students should demonstrate proper behavior for "WALK/DON'T WALK" signals and for red/yellow/green traffic lights as minimal competencies.

The teacher may wish to indicate on the Teacher Checklist any safety-awareness behaviors demonstrated by the student in the community, and mark ✓ or X for each. One example might be stopping to look both ways when crossing a street. Obviously, this objective must be evaluated in the community.

5.05

Teacher Checklist

The place names listed in the objective are the primary ones for the metropolitan Washington, D.C. area. In all localities, the teacher should

determine pertinent place names and clearly print them on a paper, drawing a short blank line after each. An example should be provided (United States of America = U.S.A. may be a good example). The student should be directed to write the abbreviation for each of the words given.

5.06 Getting Lost
Teacher Checklist

Once again, the teacher is required to set the stage for the students. In the objective statement, two strategies are offered as suggestions. The teacher may wish to add others. If additional strategies are included, write them on the Teacher Checklist. The teacher should evaluate student performance based on concept attainment, as expressed in the student's own words.

5.07 Maps
Teacher Checklist

The student should be required to point to the directional symbol "N" for "North," and to use that symbol as the basis for indicating the other directions, relative to the map. The teacher should provide a basic map on which the symbol is clearly given.

5.08
Student Test Paper

In the metropolitan Washington, D.C. area, the teacher should direct the students to write the names or the abbreviations offered at the top of the Student Test Paper in the corresponding spaces of the basic outline map. In other localities, the teacher may wish to use the Student Test Paper as a model to design similar test papers with appropriate abbreviations and a basic outline map.

Record student performance, ✓ or X, on the Teacher Checklist.

5.09a. Using a basic, easy-to-read map of a city or town
Teacher Checklist with a street index printed on it, the student
should be directed to find the name of a given place
of interest or street on the index (alphabetically
arranged) and identify the corresponding
coordinates. For example, "City Hall...B2."

5.09b. The student should be directed to locate the place
Teacher Checklist of interest or street on the map using the
coordinates determined in 5.09a.

5.10 The teacher should provide various kinds of maps,
Teacher Checklist for several different cities, and ask the student to
select the one that he or she needs in the present
location.

During classroom instruction, this activity could be
expanded to include other purposes. The teacher
could ask which would be needed "for a trip to
Pennsylvania." For this purpose the teacher may
want to provide maps of other cities and states.

5.11 The teacher should provide a map and ask the student
Teacher Checklist to draw a line on the streets that he or she would
use to get from one place to another. The teacher
may indicate the starting point and destination with
pins or a marker.

If at all possible, laminate the map and use water-
based markers to permit erasing and to insure long-
term use. The student should plot at least three
routes for this objective.

B. Using the Subway

5.20 - 5.33

Teacher Checklist

NOTE: The objectives in this section were written
specifically for implementation on the metropolitan
Washington, D.C. area Metrorail system. Evaluation
requires direct teacher observation on location in

the subway station itself, not in the classroom. In all cases, adequate teacher supervision is essential. None of these objectives implies that the student must initially go into the community alone.

Teachers in other cities that have rapid transit systems may wish to use the format of this section as a model for their own objectives.

Teachers in the metropolitan Washington, D.C. area should familiarize themselves with the procedures of the system by using it themselves. Having done so, the objective should be self-explanatory. Use a clipboard and the Teacher Checklist on location to record student performance, ✓ or X. Always enter any additional information on the checklist whenever necessary.

5.21, 5.26,
5.30, 5.33

Require the student to give brief explanations. In all cases, the teacher should set the stage by discussion or direct questions, and the students should be permitted to answer in their own words. Evaluate the performance based on expression of the concept rather than levels of linguistic abilities.

C. Using the Bus
5.34 - 5.42

These objectives focus on the tasks that will hopefully lead the students to independent use of the bus system. The teacher may want to become acquainted with the system beforehand, in order to determine exact information about fares, etc. The objectives here do not deal with the use of transfers or reading printed bus route schedules. The complexities involved in each system will vary according to size and service. You may wish to introduce objectives for transfers and route

schedules to your students if and when appropriate. When traveling with the students, take along a clipboard and the Teacher Checklist to record student performance on location, ✓ or X. Naturally, adequate supervision is essential. None of these objectives implies that the student must initially go into the community alone.

5.34, 5.35, and
5.36

All require the students to give brief explanations. The teacher should set the stage for these tasks by discussion or direct questions and permit the students to answer in their own words. Evaluate performance based on expression of the concept rather than levels of linguistic abilities.

5.37, 5.38 and
5.39

Self-explanatory.

5.40 - 5.41

These objectives require some prior discussion and role-playing in the classroom. The ability and willingness to attempt to communicate with the driver will certainly vary and depend on the individual student. If the student is not ready to try independently, perhaps another student could provide an example.

5.41
Teacher Checklist

Objective 5.41 should be optional. The driver may simply say "I'll let you know," or not have time to write a response. These situations can be enacted in the classroom. The students should realize that the driver might call them when they approach the destination; and subsequently, they should sit or stand nearby.

5.42
Teacher Checklist

The teacher will want to emphasize the importance of waiting safely on the sidewalk until the bus passes by.

5.43

Teacher Checklist

During independent use, the student might disembark (by getting off at the wrong stop, etc.). With this possibility in mind, the student should know some strategy for getting help, or additional information. This might include asking another bus driver for directions or seeking help from a policeman or merchant.

You may need to evaluate by setting up a situation in the community or role-playing.

5.44

Teacher Checklist

Having left the bus at a correct stop, the student must become oriented to the new surroundings, and proceed to the ultimate destination, whether it be a friend's house, a store, home, etc.

D. Using a Taxi

The student should understand the basic concepts and procedures necessary for independent taxi use.

5.50

Teacher Checklist

Set the stage for the student's explanation by classroom discussion or direct questions. Accept a response in the student's own words.

5.51

Teacher Checklist

In classroom discussions or role-playing situations prior to the real excursion, the teacher should include hailing a taxi from the street and calling a taxi company to pick you up. Communicating the destination to the driver, asking about the total cost, and tipping are other topics that should be discussed.

The real experience could be accomplished as a small group activity. Many suitable short range destinations are likely, and the experience could be the beginning or ending of a field trip.

Tests

TESTS

The Student Test Papers and/or Teacher Checklists help to measure the student's competencies on each objective.

Having selected the area of study, ascertain the students' level of functioning in these areas as quickly and accurately as possible. The tests provide easy-to-use measures to facilitate assessment of the students' abilities.

The top left corner of each test page indicates the subject area and the objective(s) to be tested.

The box in the top right corner of the page provides space to record the student's name and the date of the test. The headings "pre" and "post" appear as well, to be circled accordingly.

Before the Test

Student test papers appear in various formats. You must discuss the nature of each test with the student and make sure that the student understands the test before proceeding.

Before most tests, review the key vocabulary items with the student. In a few cases (such as Obj. 1.60), identifying the vocabulary items will be the task itself.

Using the Teacher Checklist

The Teacher Checklists present the objective statements to be assessed. Prepare materials and direct student activities as prescribed in the Test Directions.

On the Teacher Checklists mark a ✓ or X on the lines under "pre" and "post" to record student performance.

A ✓ indicates mastery. An X simply indicates less than mastery and improvement is required. The Teacher Checklists and Student Test Papers should be reproduced. Once a test has

been completed, place the paper in the student's file.

Pass-Fail

Summaries

A box with "Pass" and "Fail" may be found at the top left corner to summarize some tests. Having corrected the completed test or checklist activity, circle "Pass" to indicate that the student has demonstrated sufficient mastery. When the student's performance results in less than mastery, circle "Fail" to indicate that the student needs improvement.

Noting

pertinent
information

Before filing the test, note any pertinent information on the Student Test Paper or Teacher Checklist. These notes would detail any circumstances that might have influenced the outcome of the test, such as:

The student did not understand the materials.

The student did not understand the procedures.

The student was interrupted by

The student did not complete the test independently.

Reasons why the test was not completed independently.

Such information is not always necessary. If the situation warrants comment, these notes will help you make adjustments as needed.

Performance

Criteria

You will correct the tests. However, no guidelines are included to determine the criteria for passing or failing each objective. Those guidelines are your responsibility. The students should be able to demonstrate independent mastery of the behaviors stated in the objectives. Less than mastery indicates that the student needs improvement. It becomes your responsibility to establish specific criteria to determine the performance level that represents sufficient mastery. This must be done according to the needs and capabilities of each student and your expectations.

Because of the heterogeneous nature of the population and the

diverse nature of the tasks, no arbitrary norms have been imposed. Rather, you should establish the appropriate performance levels, with two important considerations: (1) Aim high. The student should attain as close to independent mastery as possible. (2) Whatever standard you choose, be consistent. Apply the same criteria to all students and all classes.

Set liberal time limits, if applicable. In the event that a student fails the same test on several occasions, it may be necessary to change the format of the test, the method of administering the test, or the objectives themselves. You must recognize the problem and seek alternative solutions based on the student's needs.

Otherwise, the same student test paper or the same checklist procedures always will serve as both the pretest and posttest.

Not standardized
tests

None of these assessment techniques are standardized tests. They are informal tools and techniques that provide quick and easy measurement of the student's competencies on the objectives found in this program.

The tests and objectives are not correlated to grade levels.

Common
Procedure for
Testing

- o Select your objectives and subject area.
- o Review the test materials.
- o Read the test directions for information as to administering and preparing test materials.
- o Reproduce student test papers or Teacher Checklists and prepare materials as needed.
- o Make sure the students know the key vocabulary items if applicable. Explain what is expected of them (i.e., the directions).
- o Have them circle "pre" or "post." Explain that it means pretest and posttest.

- o Administer test.
- o Correct the test and indicate ✓ or X on the appropriate line ("pre" or "post").
- o When applicable, circle "Pass" or "Fail" in the box at the top left of the paper.
- o Record the results ("can do" or "needs improvement") on the Student's Progress Report Form.
- o Review the test and results with the student.

Survival Skills Tests

I A Personal Data

Objectives 101 - 121

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper**PLEASE PRINT**

Date _____

Name: _____

Last

First

Middle Initial

Address: _____

Number

Street

(Apt.)

City

State

Zip Code

Telephone Numbers:**Sex** M _____ F _____ **Age** _____

(home) _____

(emergency) _____

(parent's work number) _____

Date of Birth _____**Place of Birth** _____**Parents/Guardian:** _____**Brothers/Sisters:** _____**School:** _____**School Address:** _____**Height** _____ **Color of Hair** _____**Weight** _____ **Color of Eyes** _____**Marital Status:**

Married _____ Divorced _____ Single _____ Separated _____ Widowed _____

U.S. Citizen: yes _____ no _____

signature

Survival Skills Tests

I.A. Personal Data Form
Objectives 1.01 - 1.21

Student _____
Date _____
(Circle one) Pre- Post-

PRE	POST
P	P
F	F

Teacher Checklist

Pre Post

Given the printed stimuli as follows, the student will print the correct information.

- | | | | |
|-------|-------|---------------------------------|----------|
| _____ | _____ | 1.01 Name | |
| _____ | _____ | 1.02 Address | |
| | | a. house number | e. city |
| | | b. street | f. state |
| | | c. apartment number | g. zip |
| | | d. area of city (N.E.) | |
| _____ | _____ | 1.03 Parents/Guardian | |
| _____ | _____ | 1.04 Telephone Number | |
| _____ | _____ | 1.05 Emergency Telephone Number | |
| _____ | _____ | 1.06 Parent's Work Number | |
| _____ | _____ | 1.07 Date | |
| _____ | _____ | 1.08 Sex | |
| _____ | _____ | 1.09 Date of Birth | |
| _____ | _____ | 1.10 Place of Birth | |
| _____ | _____ | 1.11 School | |
| _____ | _____ | 1.12 School Address | |
| _____ | _____ | 1.13 Brothers and Sisters | |
| _____ | _____ | 1.14 Height | |
| _____ | _____ | 1.15 Weight | |
| _____ | _____ | 1.16 Age | |
| _____ | _____ | 1.17 Color of Hair | |
| _____ | _____ | 1.18 Color of Eyes | |
| _____ | _____ | 1.19 U.S. Citizen | |
| _____ | _____ | 1.20 Marital Status | |
| _____ | _____ | 1.21 Signature | |

Survival Skills Tests

I.B. Written Messages Objective 1.30

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

1.30 Given a stimulus (e.g., created situation, role-playing) the student will write the appropriate message, selected from the following:

- | | | |
|-------|-------|------------------------|
| _____ | _____ | a. Help me. |
| _____ | _____ | b. I am lost. |
| _____ | _____ | c. How much? |
| _____ | _____ | d. I want... |
| _____ | _____ | e. I am sick. |
| _____ | _____ | f. I am hurt. |
| _____ | _____ | g. I am deaf. |
| _____ | _____ | h. Please call for me. |

Survival Skills Tests

I C Speechreading

Objectives 140 (Level I)

Student _____

Date _____

(Circle one)

Pre-

Post-

Pass

Fail

Student Test Paper

SPEECHREADING

SET A

Directions: Circle the correct answer.

1.

yes

no

please

stop

help

4.

yes

no

please

stop

help

2.

yes

no

please

stop

help

5.

yes

no

please

stop

help

3.

yes

no

please

stop

help

101

Survival Skills Tests

I C Speechreading

Objectives 1.40 (Level I)

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper**SPEECHREADING****SET B****Directions:** Circle the correct answer.

1. Thank you
Be careful
Don't touch
I'm sorry
I don't know
I don't understand

4. Thank you
Be careful
Don't touch
I'm sorry
I don't know
I don't understand

2. Thank you
Be careful
Don't touch
I'm sorry
I don't know
I don't understand

5. Thank you
Be careful
Don't touch
I'm sorry
I don't know
I don't understand

3. Thank you
Be careful
Don't touch
I'm sorry
I don't know
I don't understand

6. Thank you
Be careful
Don't touch
I'm sorry
I don't know
I don't understand

Survival Skills Tests

I C Speechreading

Objectives 1.40 (Level I)

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper**SPEECHREADING****SET C****Directions:** Circle the correct answer.

1. What's your name?
What's your telephone number?
Where do you live?
How old are you?
When were you born?
What school do you go to?

4. What's your name?
What's your telephone number?
Where do you live?
How old are you?
When were you born?
What school do you go to?

2. What's your name?
What's your telephone number?
Where do you live?
How old are you?
When were you born?
What school do you go to?

5. What's your name?
What's your telephone number?
Where do you live?
How old are you?
When were you born?
What school do you go to?

3. What's your name?
What's your telephone number?
Where do you live?
How old are you?
When were you born?
What school do you go to?

6. What's your name?
What's your telephone number?
Where do you live?
How old are you?
When were you born?
What school do you go to?

Survival Skills Tests

I C Speechreading

Objectives 1.40 (Level I)

Pass

Fal

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

SPEECHREADING

SET D

Directions: Circle the correct answer.

- 1.** What's wrong?
What happened?
What do you want?
Can I help you?
Do you understand?

- 4.** What's wrong?
What happened?
What do you want?
Can I help you?
Do you understand?

- 2.** What's wrong?
What happened?
What do you want?
Can I help you?
Do you understand?

- 5.** What's wrong?
What happened?
What do you want?
Can I help you?
Do you understand?

- 3.** What's wrong?
What happened?
What do you want?
Can I help you?
Do you understand?

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Survival Skills Tests

IC Speechreading

Objectives 1.41 (Level II)

Pass

Fall

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

Directions: Watch the teacher.

Write the number in the box.

☐

What happened?

☐

I don't understand

☐

What do you want?

☐

I don't know

☐

What school do you go to?

☐

I'm sorry

☐

What's your name?

☐

Don't touch

☐

What's your telephone
number?

☐

Be careful

☐

What's wrong?

☐

Thank you

☐

When were you born?

☐

Yes

☐

Where do you live?

☐

No

☐

How old are you?

☐

Please

☐

Do you understand?

☐

Stop

☐

Can I help you?

☐

Help

Survival Skills Tests

I.D. Using TTY or MCM
Objectives 1.50 - 1.53

Student _____

Date _____

(Circle one)

Pre-

Post- }

Teacher Checklist

Pre Post

Making a call

- ____ 1.50 At a TTY terminal and phone the student will make an actual telephone call, including the correct procedures for initiating, carrying on, and terminating a conversation.
- ____ 1.51 At an MCM and telephone the student will make an actual telephone call, including the correct procedures for initiating, carrying on, and terminating a conversation.

Receiving a call

- ____ 1.52 At a TTY terminal and telephone the student will demonstrate procedures for answering an actual incoming telephone call.
- ____ 1.53 At an MCM terminal and telephone the student will demonstrate procedures for answering an actual incoming telephone call.

Survival Skills Tests

I.E. Everyday and Danger Vocabulary
Objective 1.60

Student _____
Date _____
(Circle one) Pre- Post-

PRE	POST
P	P
F	F

Teacher Checklist

1.60 Given a printed stimulus the student will define the following words via any total communication method.

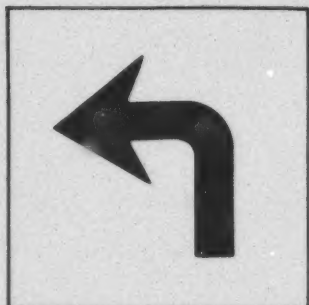
Everyday Vocabulary

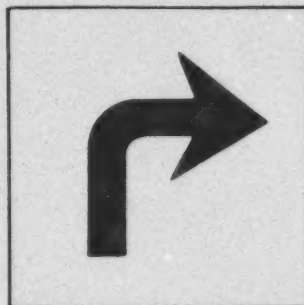
Pre	Post		Pre	Post		Pre	Post	
_____	_____	Push - Pull	_____	_____	Exit - Entrance	_____	_____	Telephone
_____	_____	Open - Closed	_____	_____	In - Out	_____	_____	Bus Stop
_____	_____	Up - Down	_____	_____	On - Off	_____	_____	Hospital
_____	_____	Walk - Don't Walk	_____	_____	Stop - Go	_____	_____	Police
_____	_____	Restrooms	_____	_____	Information	_____	_____	Post Office
_____	_____	Women - Ladies	_____	_____	Fire Department	_____	_____	Library
_____	_____	Men - Gentlemen	_____	_____	Help Wanted	_____	_____	Wait
_____	_____	Toilet	_____	_____	Private	_____	_____	Employees Only
_____	_____	First Aid	_____	_____	Quiet	_____	_____	Out-of-Order
_____	_____	Shelter	_____	_____	Wet Paint	_____	_____	Prohibited
_____	_____	No _____ Allowed. (e.g. children, pets, smoking)						
_____	_____	Do Not _____ . (e.g. disturb, run, feed the animals)						

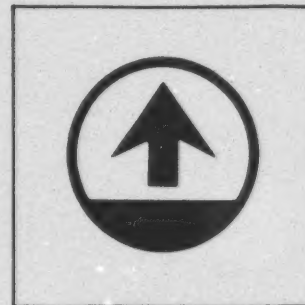
Danger Vocabulary

Pre	Post		Pre	Post		Pre	Post	
_____	_____	No Trespassing	_____	_____	Poison	_____	_____	Danger
_____	_____	Explosives	_____	_____	Radioactive	_____	_____	High Voltage
_____	_____	Caution	_____	_____	Beware of Dog	_____	_____	Warning
_____	_____	Drugs	_____	_____	Polluted	_____	_____	Emergency Exit
_____	_____	Keep Out	_____	_____	Keep Off	_____	_____	Fire Alarm
_____	_____	Fire Extinguisher	_____	_____	Flammable	_____	_____	Inflammable

SYMBOL TEST

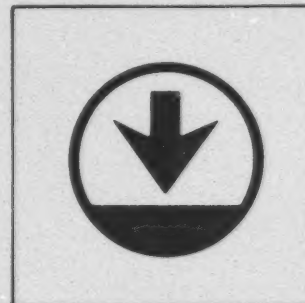


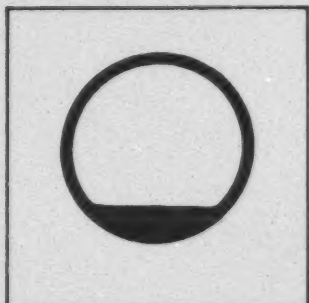


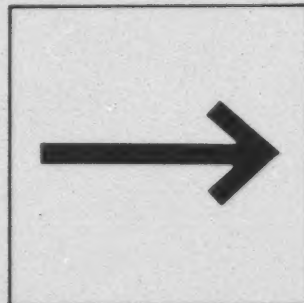


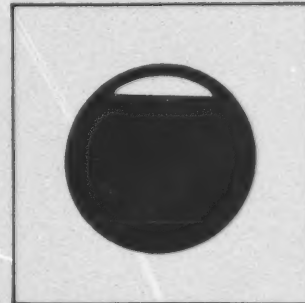










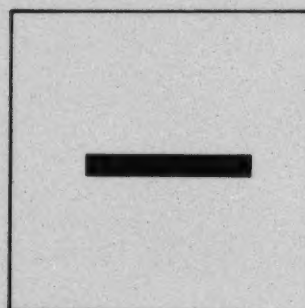
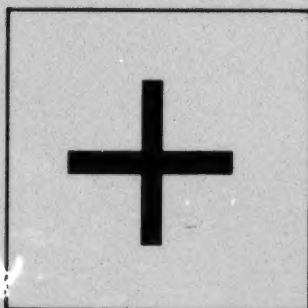
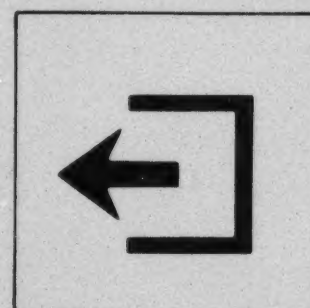
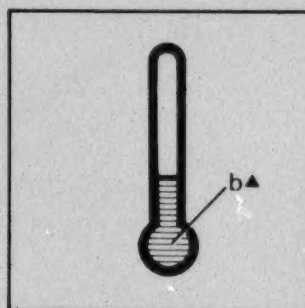
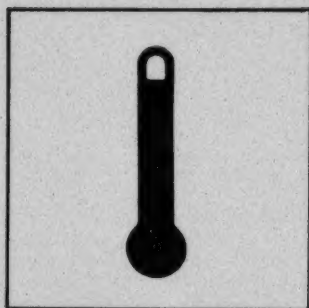
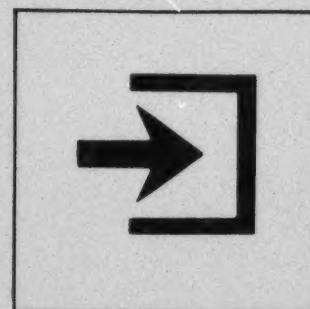
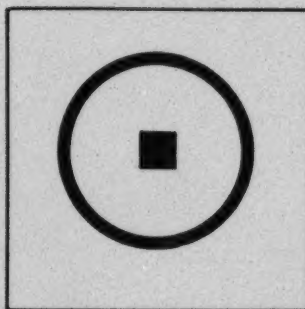
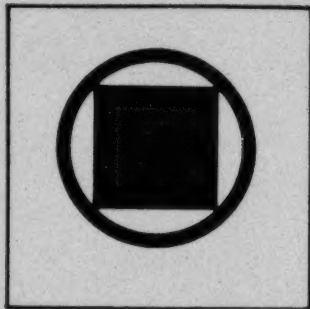


direction
out
male

up
right
down

in
full
empty

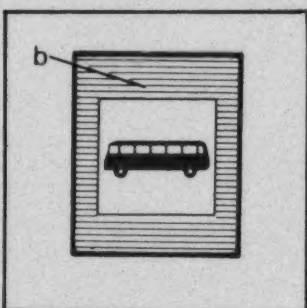
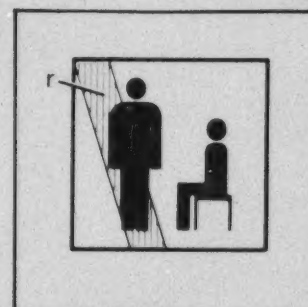
left
deafness
female



female
in
increase
small

deafness
out
cold
down

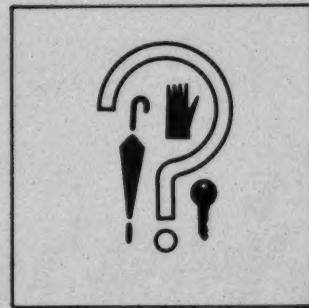
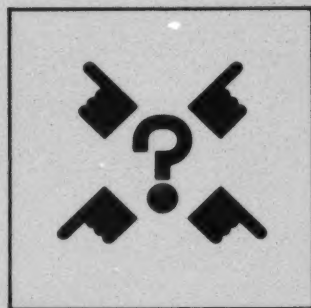
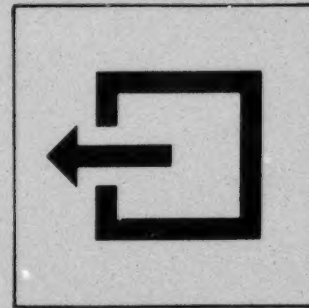
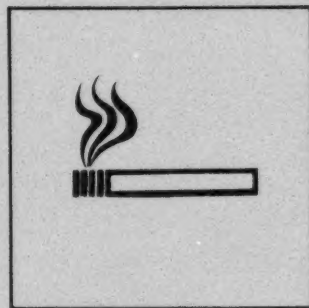
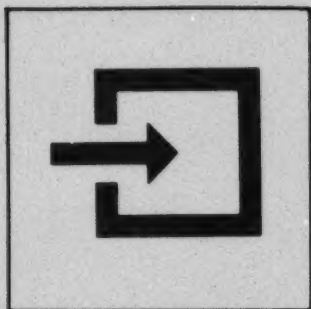
hot
decrease
up
large



no standing
pedestrians keep left
entrance
pedestrian crossing

quiet
no sitting
no bicycles
bicycle trail

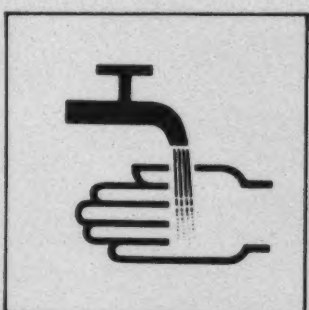
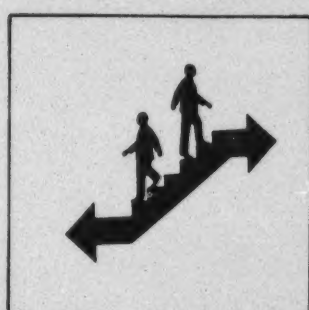
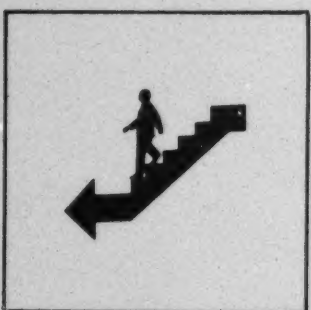
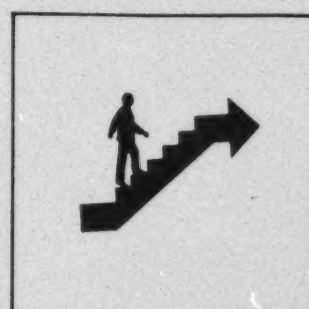
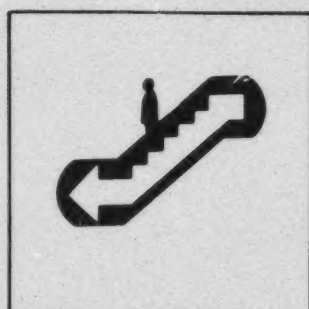
no riding
bus stop or station
Metro
no smoking



male
access for the handicapped
smoking permitted
entrance

no sitting
quiet
information

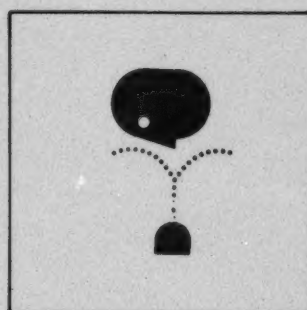
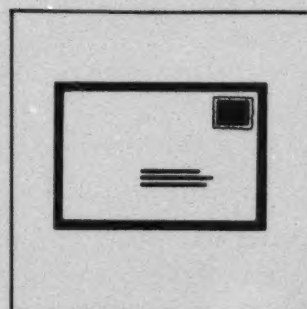
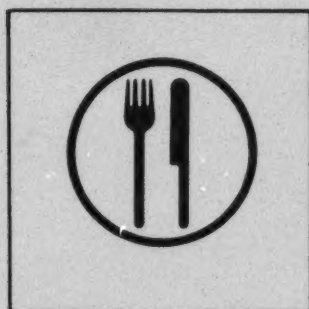
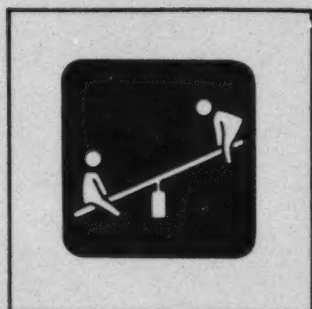
stairs up
exit
no smoking
lost and found



hot
stairs up
men's toilet
escalator up

telephone
washroom
stairs up and down
escalator down

elevator
woman's toilet
no bicycles
stairs down



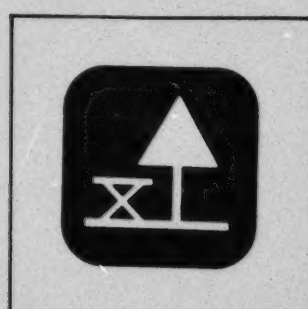
poison
telephone
mailbox, post office

trash
hospital
drinking fountain

restaurant
men's toilet
playground

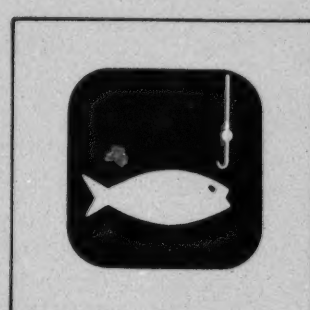


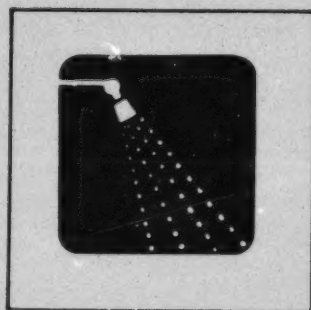
















drinking fountain
no dogs allowed
lodgings
picnic area

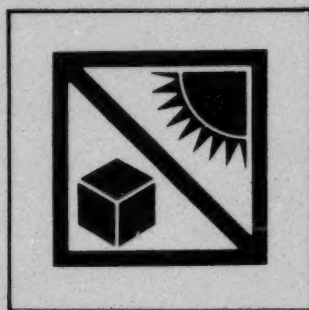
dogs allowed
washing facility
bath and shower
trash

campground
utility outlet
telephone
fishing

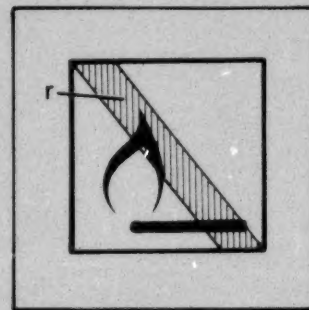






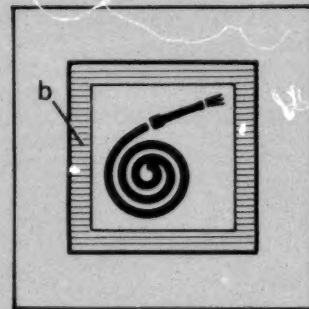








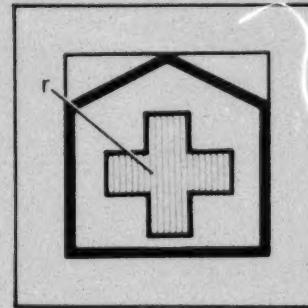
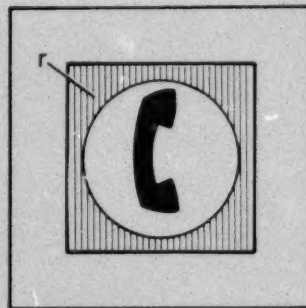
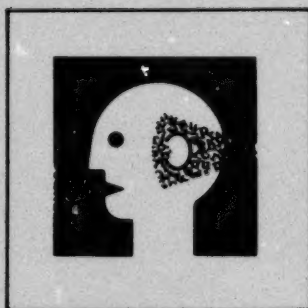
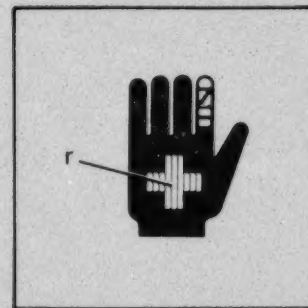
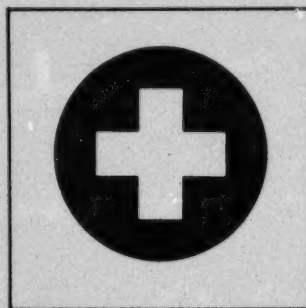
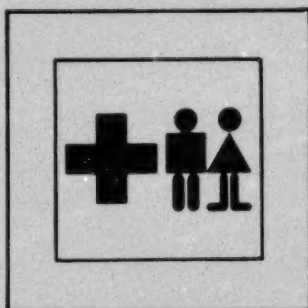
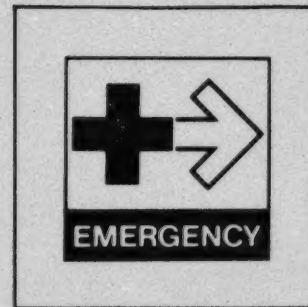
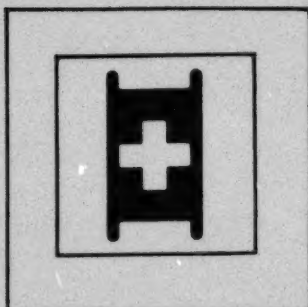




lost and found
campfires
fire extinguisher
fire hose

smoking permitted
don't extinguish with water
no fires
no open flame permitted

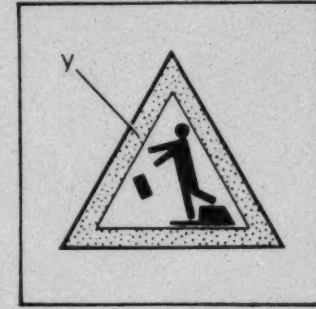
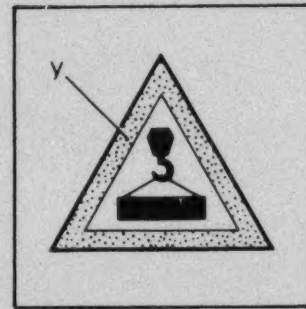
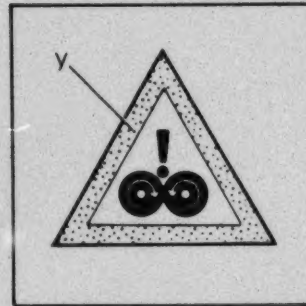
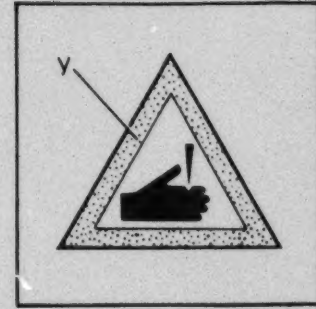
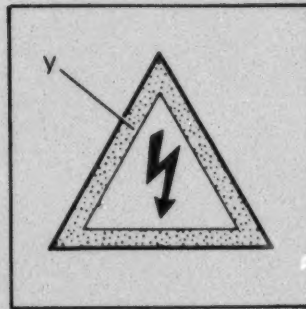
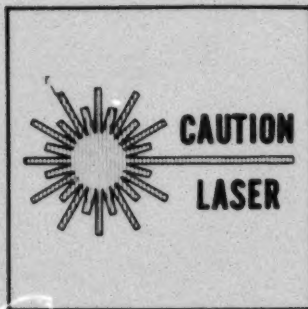
keep from heat
drown campfires
playground
inflammable liquid



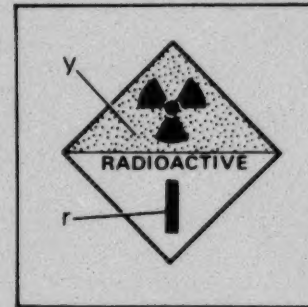
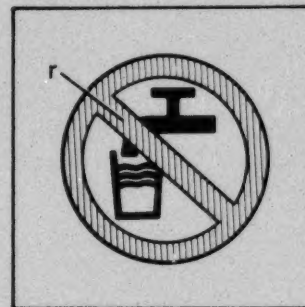
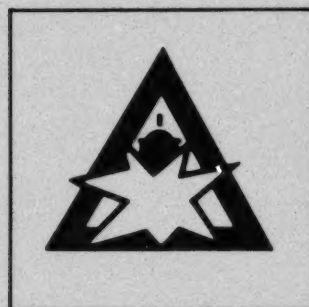
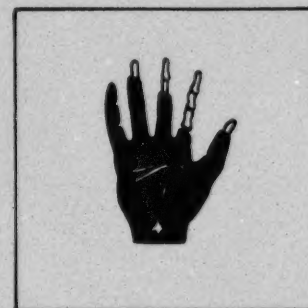
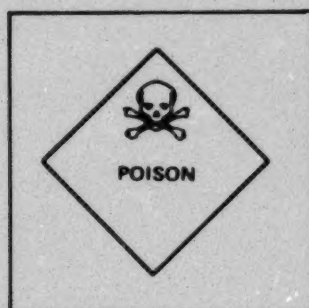
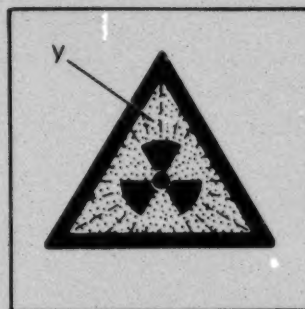
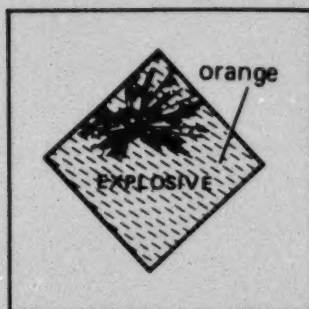
emergency telephone
deafness
children's emergencies
bicycles permitted

clinic
emergency exit
hospital
speech and hearing

first aid
do not touch
emergencies
ambulance



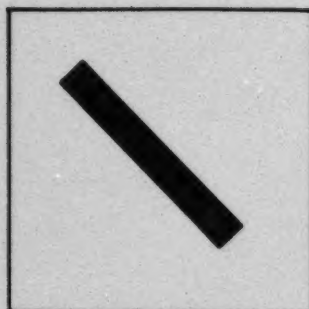
suspended load over head	machine hazard	electrical danger
watch for work vehicles	cold	ladder off limits
open pit	slippery	sharp
up	caution laser	no dogs allowed

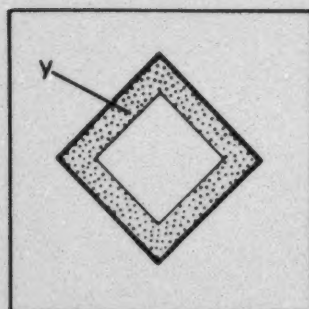


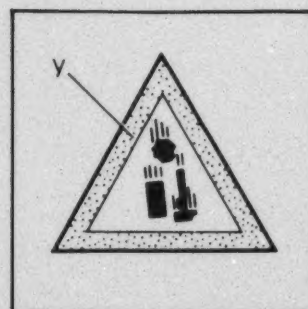
perishable materials
don't drink the water
poison
picnic area

drinking water
thin ice
explosive
do not pierce

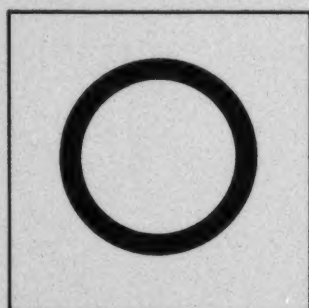
full
ionizing rays
radioactivity
corrosive

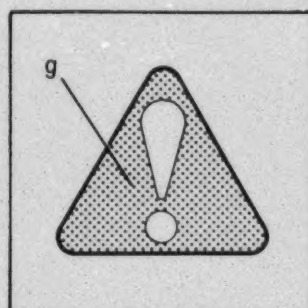


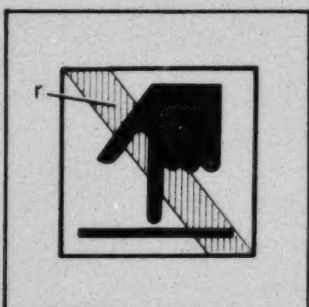


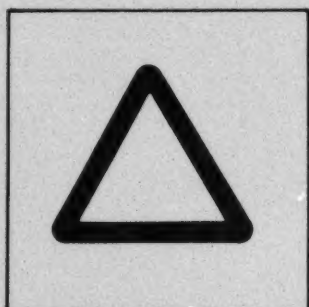


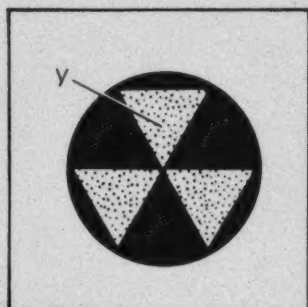












look out! (safety alert)

warning

keep away from children

post office

do not touch

first aid

falling objects

elevator

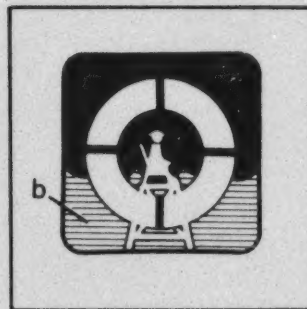
fallout shelter

prohibited

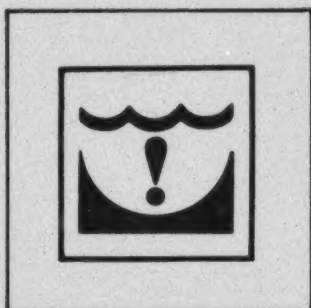
restricted

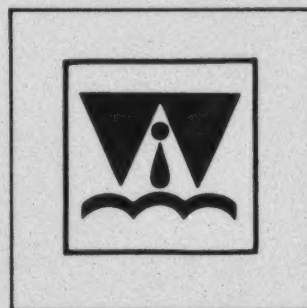
danger

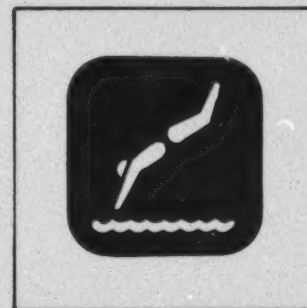


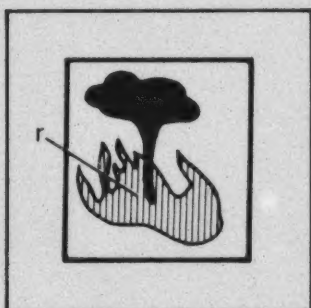


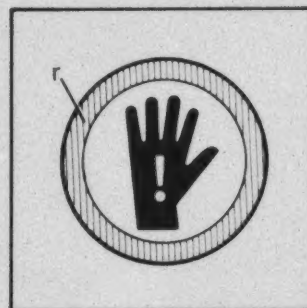












no entry to pedestrians
caution: rocks
emergency exit
guard on duty

fire area potential
drinking water
caution: deep water (drop off)
small

no entry
thin ice
diving

I.F. Symbols
Objective 1.70

Student _____
Date _____

(Circle one)

Pre-

Post-

PRE	POST
P	P
F	F

1.70 Given a symbol or group of symbols the student will do one or both of the following:

- Give the definition (word or phrase) through the air.
- Match each symbol to the printed definition.

Everyday Symbols

Pre	Post	Pre	Post	Pre	Post
	Left				No Riding
	Right				Entrance
	Up				Exit
	Down				No Entry
	Male				Escalator Up
	Female				Escalator Down
	Empty				Stairs Up
	Full				Stairs Down
	Small				Stairs Up and Down
	Large				Elevator
	Direction				Information
	In				Lost and Found
	Out				Washrooms
	Hot...Cold				Men's Toilet
	Light...Dark				Women's Toilet
	Increase				Restaurant
	Decrease				Drinking Fountain
	Smoking Permitted				Quiet
	No Smoking				Metro
	No Bicycles				Trash
					No Standing

Survival Skills Tests

I.F. Symbols

Objective 1.70 (Continued)

PRE	POST
P	P
F	F

Teacher Checklist

Student _____

Date _____

(Circle one)

Pre-

Post-

1.70 (Continued) Given a symbol or group of symbols the student will do one or both of the following:

- Give the definition (word or phrase) through the air.
- Match each symbol to the printed definition.

Danger Symbols

	Pre	Post
Mean	1.00	1.00
SD	0.00	0.00
Min	0.00	0.00
Max	1.00	1.00

	Pre	Post
Mean	60.78	69.12
SD	10.12	10.12
N	10	10

	Pre	Post
Mean	60.78	69.14
SD	10.25	10.25
N	10	10

Ladder Off Limits	Slippery	Open Pit
Electrical Danger	Sharp	Machinery Hazard
Suspended Load Overhead	Falling Objects	Poison
Caution: Laser	Ionizing Rays (Radiation Warning)	Fallout Shelter
Fire Extinguisher	No Open Flame Permitted	Don't Extinguish in Water
Fire Hose	Do Not Pierce	Hospital
Danger	Keep from Heat	Ambulance
Explosive	Drinking Water	Children's Emergencies
Corrosive	Don't Drink the Water	Speech/Hearing
Radioactivity	Inflammable Liquid	Emergency Telephone
Prohibited	Restriction	Warning
Campfires	No Fires	Drown Campfires
Diving	Caution: Deep Water (Drop Off)	Caution: Rocks
Guard on Duty	Thin Ice	First Aid
Look Out (Safety Alert)	No Entry	No Entry to Pedestrians
Fire Area (Potential)	Perishable Materials	Keep Away from Children
Watch for Work Vehicles	Do Not Touch	Clinic
	Emergencies	

Survival Skills Tests

II.A. Counting
Objectives 2.01, 2.02

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

2.01 Given a printed or through-the-air stimulus "Count to _____ by _____" for each interval listed below, the student will count (through the air) by the required interval.

- | | | |
|-------|-------|---------------------|
| _____ | _____ | a. Count to 60 by 1 |
| _____ | _____ | b. Count to 60 by 5 |
| _____ | _____ | c. " " 130 by 1 |
| _____ | _____ | d. " " 130 by 5 |
| _____ | _____ | e. " " 130 by 10 |
| _____ | _____ | f. " " 130 by 2 |
| _____ | _____ | g. " " 250 by 25 |
| _____ | _____ | h. " " 500 by 50 |
| _____ | _____ | i. " " 1,000 by 100 |

2.02 Given a printed or through-the-air stimulus "Count to _____ by _____" for each interval listed below, the student will print them in order.

- | | | |
|-------|-------|---------------------|
| _____ | _____ | a. Count to 60 by 1 |
| _____ | _____ | b. " " 60 by 5 |
| _____ | _____ | c. " " 130 by 1 |
| _____ | _____ | d. " " 130 by 5 |
| _____ | _____ | e. " " 130 by 10 |
| _____ | _____ | f. " " 130 by 2 |
| _____ | _____ | g. " " 250 by 25 |
| _____ | _____ | h. " " 500 by 50 |
| _____ | _____ | i. " " 1,000 by 100 |

Survival Skills Tests

II B Counting

Objectives 2.03

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

Directions: These are **number lines**.
Write in the missing numbers.

Example: 1 2 3 4 5

1. 12 13 15 16 19 21

2. 5 10 15 25 40 50

3. 97 98 99 101 104 106

4. 75 80 85 95 105 120

5. 10 20 30 50 80

6. 20 22 24 28 32 34 38

7. 25 50 75 125 175

8. 94 96 98 102 106 112

9. 50 100 150 250 400

10. 100 200 300 500 800

Survival Skills Tests

II.B. Time
Objectives 2.10 - 2.16

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre	Post	
___	___	2.10 The student will count to 60 by one.
___	___	2.11 The student will count the small lines (1 to 60) on a large clock face.
___	___	2.12 The student will count to 60 by five.
___	___	2.13 Given a large printed clock face the student will write 5, 10, 15, etc., to 60 near the corresponding numbers through 12. <u>See Student Test Paper.</u>
___	___	2.14 The student will count to 60 by five while indicating each increment on the corresponding number of a clock face.
___	___	2.15 The student will express (through the air) that the big hand on a clock counts the minutes from 1 to 60.
___	___	2.16 The student will express (through the air) that the small hand on a clock counts hours, 1 to 12.

Survival Skills Tests

IB Time

Objectives 2.13

Pass

Fail

Student _____

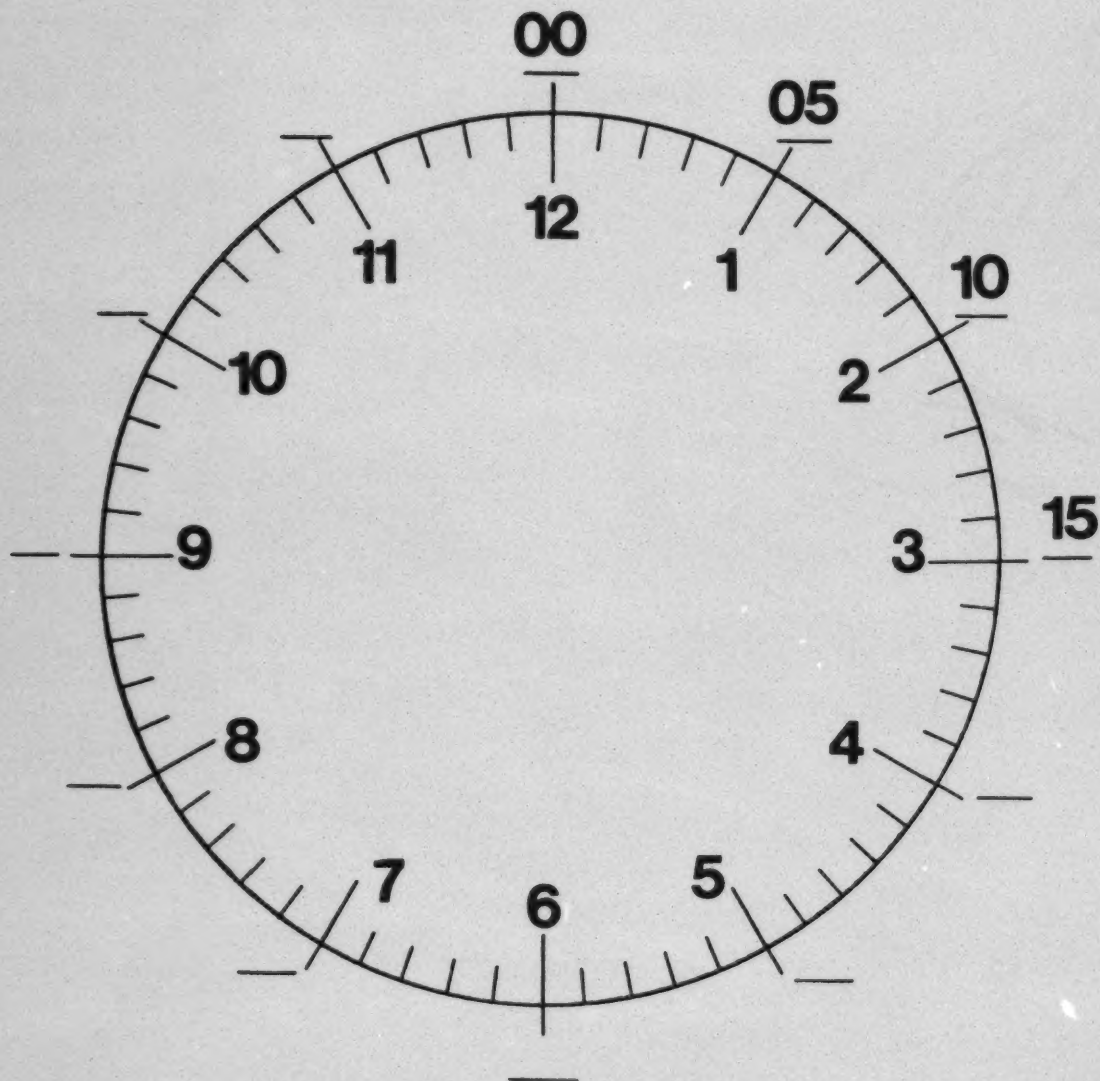
Date _____

(Circle one)

Pre-

Post-

Student Test Paper



Survival Skills Tests

IB Time

Objectives 2.17

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper**Directions:** Look at the clock.

Write the times on the lines.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Survival Skills Tests

II.B. Time
Objective 2.17

Student _____
Date _____
(Circle one) Pre- Post-

PRE	POST
P	P
F	F

Teacher Checklist

Pre Post

2.17 The student will "read" various clocks and watches and write the given time in hours and minutes (e.g., 10:34).

_____	_____	1. 2:00	_____	_____	11. 1:05
_____	_____	2. 6:30	_____	_____	12. 7:45
_____	_____	3. 8:24	_____	_____	13. 9:35
_____	_____	4. 12:20	_____	_____	14. 3:15
_____	_____	5. 11:18	_____	_____	15. 10:00
_____	_____	6. 1:46	_____	_____	16. 12:00
_____	_____	7. 5:50	_____	_____	17. 5:09
_____	_____	8. 3:40	_____	_____	18. 8:55
_____	_____	9. 9:45	_____	_____	19. 4:40
_____	_____	10. 4:17	_____	_____	20. 2:22

Survival Skills Tests

II.B. Time
Objective 2.18

PRE	POST
P	P
F	F

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

2.18 Given a printed time or a specific time on a digital clock, the student will manipulate a regular clock or watch to match that time.

_____	_____	1. 3:30	_____	_____	11. 5:10
_____	_____	2. 6:25	_____	_____	12. 12:00
_____	_____	3. 9:00	_____	_____	13. 4:59
_____	_____	4. 8:45	_____	_____	14. 11:11
_____	_____	5. 2:15	_____	_____	15. 10:50
_____	_____	6. 4:05	_____	_____	16. 1:03
_____	_____	7. 8:55	_____	_____	17. 2:38
_____	_____	8. 7:30	_____	_____	18. 5:40
_____	_____	9. 6:06	_____	_____	19. 1:31
_____	_____	10. 3:22	_____	_____	20. 12:21

Survival Skills Tests

11 B Time

Objectives 2.19

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

Directions: Read each "time". Is it **morning**, **afternoon**, or **night** ?
Write morning, afternoon, or night for each time.

Example: 10:30 a.m. morning

1. 12:20 p.m. _____
2. 11:20 p.m. _____
3. 6:30 a.m. _____
4. 9:19 p.m. _____
5. 1:45 p.m. _____
6. 6:25 p.m. _____
7. 10:05 a.m. _____
8. 10:05 p.m. _____
9. 3:30 p.m. _____
10. 4:15 p.m. _____
11. 11:22 a.m. _____
12. 8:45 p.m. _____

Survival Skills Tests

18 Time

Objectives 2.20

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

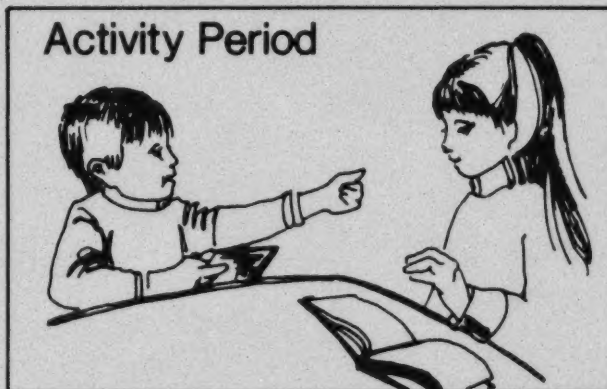
Student Test Paper

Directions: Think about your schedule.
Write a time for each picture.

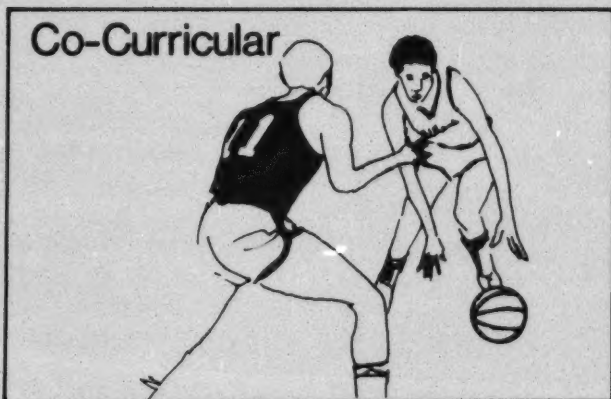
Lunch



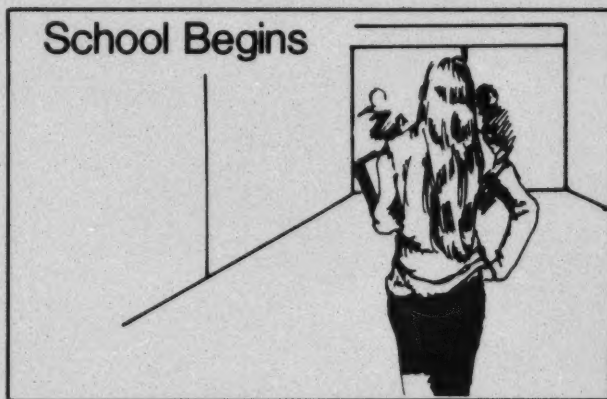
Activity Period



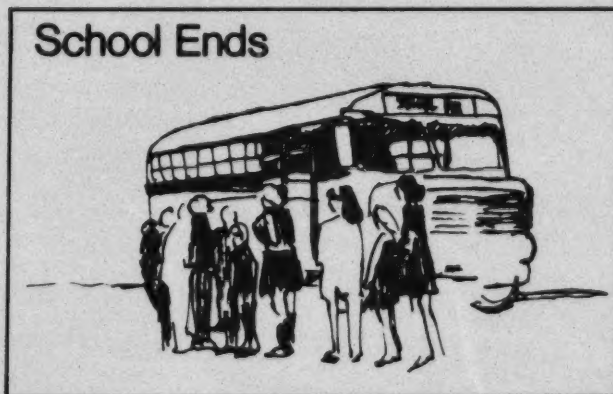
Co-Curricular



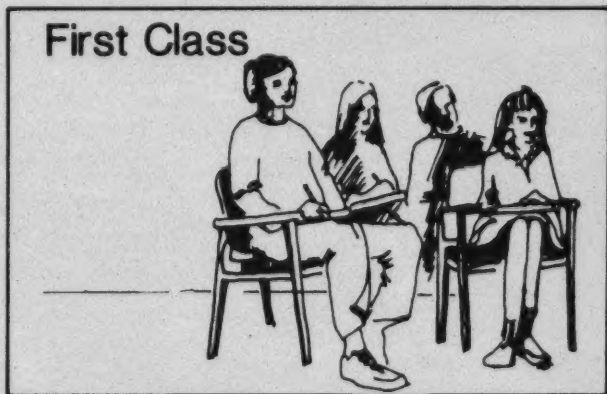
School Begins



School Ends



First Class



Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

Directions: Make each equation correct.
Write the proper word or number on each line.

1. 60 minutes = 1 _____

2. 60 seconds = 1 _____

3. 24 hours = 1 _____

4. 1 hour = _____ minutes

5. 1 minute = _____ seconds

6. 1 day = _____

Survival Skills Tests

II.B. Time
Objective 2.22

PRE	POST
P	P
F	F

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

2.22 Given a simple task to do (e.g., read a book), the student will continue the task for each period of time listed below (as directed by the teacher) and tell the teacher whenever the student feels the period of time has elapsed.

- | | | | |
|-------|-------|-----|------------|
| _____ | _____ | (1) | 5 seconds |
| _____ | _____ | (2) | 5 seconds |
| _____ | _____ | (1) | 10 seconds |
| _____ | _____ | (2) | 10 seconds |
| _____ | _____ | (1) | 30 seconds |
| _____ | _____ | (2) | 30 seconds |
| _____ | _____ | (1) | 1 minute |
| _____ | _____ | (2) | 1 minute |
| _____ | _____ | (1) | 5 minutes |
| _____ | _____ | (2) | 5 minutes |
| _____ | _____ | (1) | 30 minutes |
| _____ | _____ | (2) | 30 minutes |

Survival Skills Tests

II.B. Time
Objective 2.23

PRE	POST
P	P
F	F

Student _____
Date _____
(Circle one) Pre- Post- <u> </u>

Teacher Checklist

Pre Post

2.23 Given a specific length of time initiated and terminated by the teacher, the student will estimate the length of time transpired.

- | | | | |
|-------|-------|----|------------|
| _____ | _____ | 1. | 1 second |
| _____ | _____ | 2. | 30 seconds |
| _____ | _____ | 3. | 5 minutes |
| _____ | _____ | 4. | 5 seconds |
| _____ | _____ | 5. | 1 minute |
| _____ | _____ | 6. | 10 seconds |

Survival Skills Tests

II C Calendar

Objectives 2.30

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

Directions: Look at the calendar.

Write the answers on the lines.

The dates of this week are:

Sun.

Mon.

Tues.

Wed.

Thurs.

Fri.

Sat.

This month is _____.

Today is _____.

Today's date is _____.

This year is _____.

Today's complete date is _____.

Survival Skills Tests

II.C. Calendar
Objectives 2.31 - 2.36

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

- | Pre | Post | |
|-------|-------|---|
| _____ | _____ | 2.31 Given a calendar the student will indicate the days of the week in response to a through-the-air stimulus. |
| _____ | _____ | 2.32 The student will sequence the days of the week by:
printed response |
| _____ | _____ | through-the-air response. |
| _____ | _____ | 2.33 The student will sequence the months of the year by:
printed response |
| _____ | _____ | through-the-air response. |
| _____ | _____ | 2.34 Given a calendar the student will point to the date corresponding to each of the teacher's through-the-air stimuli: |
| _____ | _____ | a. "Show me today." |
| _____ | _____ | b. "Show me yesterday." |
| _____ | _____ | c. "Show me tomorrow." |
| _____ | _____ | 2.35 Given a calendar and a blank form for a month, the student will duplicate the requested data for a given month. <u>See Student Test Paper.</u> |
| _____ | _____ | 2.36 Given a calendar the student will indicate his or her birthday. |

Survival Skills Tests

IC Calendar

Objectives 2.35

Pass

Fal

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

Year

Month

Days

Dates

Survival Skills Tests

II.C. Calendar
Objective 2.37

PRE	POST
P	P
F	F

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

2.37 Given a calendar the student will indicate a given date in response to a through-the-air stimulus. (e.g., "Show me April 6th.")

_____	_____	January 1
_____	_____	February 28
_____	_____	March 2
_____	_____	December 25
_____	_____	October 12
_____	_____	July 4
_____	_____	April 18
_____	_____	June 30
_____	_____	November 13
_____	_____	August 29
_____	_____	May 21
_____	_____	September 9

Pass Fail

Student _____
Date _____
(Circle one) Pre- Post-

Student Test Paper

Directions: Find the dates on a calendar.
Write the days on the lines.

Example: Feb. 14 = Thursday

Jan. 21 = _____

Feb. 27 = _____

March 6 = _____

April 2 = _____

May 17 = _____

Dec. 29 = _____

Nov. 15 = _____

Aug. 8 = _____

Sept. 14 = _____

Nov. 1 = _____

Survival Skills Tests

I C Calendar

Objectives 2.39, 2.40

2.39

2.40

Pass

Fail

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper**Write the abbreviations on the lines.****2.39**

Sunday = _____

Thursday = _____

Monday = _____

Friday = _____

Tuesday = _____

Saturday = _____

Wednesday = _____

2.40

January = _____

July = _____

February = _____

August = _____

March = _____

September = _____

April = _____

October = _____

May = _____

November = _____

June = _____

December = _____

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

Directions: Make each equation correct.
Write the proper word or number on each line.

1. 7 days = _____ week

2. 4 weeks = _____ month

3. 12 _____ = 1 year

4. 1 month = _____ weeks

5. 1 year = _____ months

6. 1 week = _____ days

Survival Skills Tests

II.D. Temperature Objectives 2.50 - 2.61

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre	Post	
_____	_____	2.50 The student will count to 120 by 10 (through the air).
_____	_____	2.51 The student will count to 120 by 5 (through the air).
_____	_____	2.52 The student will count to 120 by 2 (through the air).
_____	_____	2.53 Given a number scale from 0-120 marked by increments of 10, the student will complete the scale to 120. <u>See Student Test Paper.</u>
_____	_____	2.54 Given a number scale from 0-120 marked by increments of 5, the student will complete the scale to 120. <u>See Student Test Paper.</u>
_____	_____	2.55 Given a number scale from 0-120 marked by increments of 2, the student will complete the scale to 120. <u>See Student Test Paper.</u>
_____	_____	2.56 Given a thermometer the student will express the temperature within two degrees (F) by:
_____	_____	printed response OR
_____	_____	through-the-air response.
_____	_____	2.57 Given the following words and a list of temperatures, the student will write the temperatures next to the appropriate words. (very hot, hot, warm, cool, cold, very cold) <u>See Student Test Paper.</u>
_____	_____	2.58 Given the opportunity to stand outside for at least one minute, the student will express his or her estimate of the temperature within 10 degrees.
_____	_____	2.59 Given illustrations of various articles of clothing (e.g., coat, scarf, gloves) and a list of temperatures, the student will match each temperature to an illustration. <u>See Student Test Paper.</u>
_____	_____	2.60 Given the weather report from a TV newscast or the newspaper, the student will express the high and low temperatures for a given day.
_____	_____	2.61 Given the weather report from a TV newscast, the student will describe (through the air) what clothing he or she will wear for that day's weather.

Survival Skills Tests

ID Temperature

Objectives 2.53 - 2.55

2.53

Pass

Fail

2.54

Pass

Fail

2.55

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

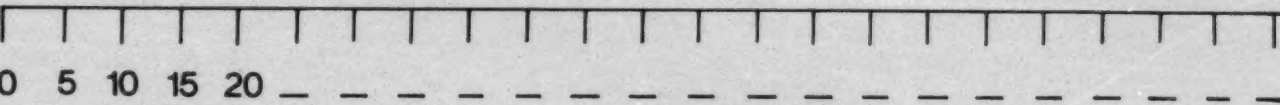
Post-

Student Test Paper

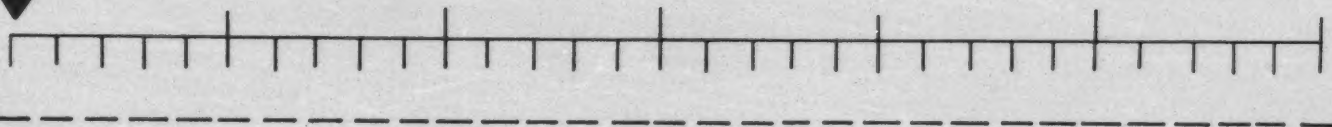
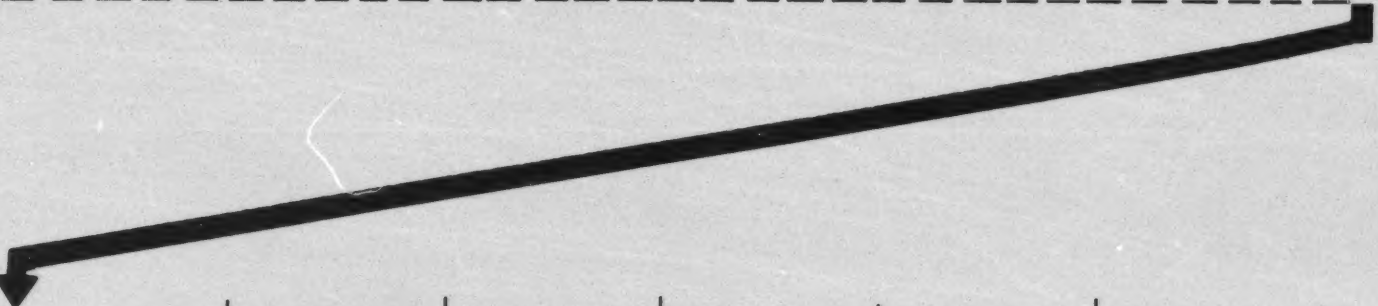
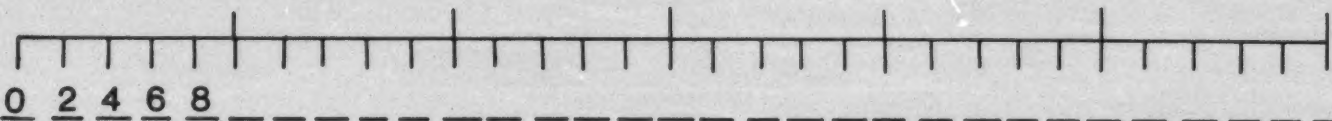
Objective 2.53



Objective 2.54



Objective 2.55



Survival Skills Tests

ID Temperature

Objectives 2.57

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper**Directions:** Write the correct temperature on each line.

a) Very hot _____

b) Hot _____

c) Warm _____

d) Cool _____

e) Cold _____

f) Very cold _____

67° F

114° F

33° F

5° F

89° F

58° F

Survival Skills Tests

ID Temperature

Objectives 2.59

Pass

Fail

Student _____

Date _____

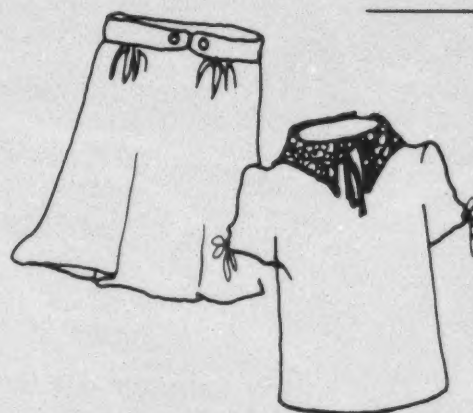
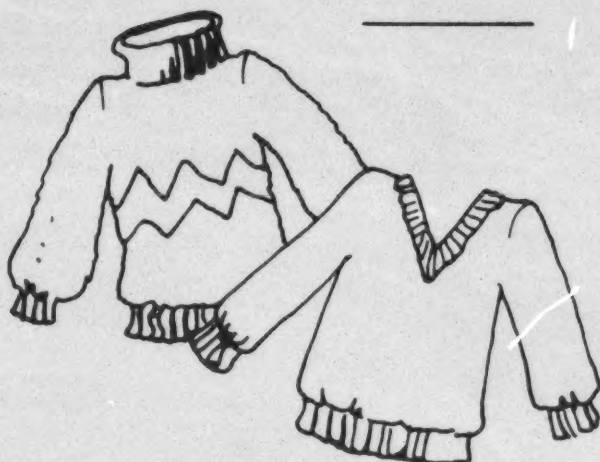
(Circle one)

Pre-

Post-

Student Test Paper

Directions: Write the temperatures with the correct clothing.



97° F

72° F

48° F

24° F

Survival Skills Tests

II.E. Alphabetizing Objectives 2.70 - 2.76

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

2.70 Given a set of flashcards (one letter per card), for each of the following groups, the student will sequence the cards in alphabetical order.

- _____ a. upper case letters, print
- _____ b. lower case letters, print
- _____ c. upper case letters, script
- _____ d. lower case letters, script.

2.71 Given various printed alphabets with some letters missing, the student will fill in the missing letters for each of the following groups: See Student Test Paper.

- _____ a. upper case - print
- _____ b. lower case - print
- _____ c. upper case - script
- _____ d. lower case - script.

2.72 The student will print the alphabet in:

- _____ a. upper case
- _____ b. lower case.

2.73 The student will write the alphabet in:

- _____ a. upper case
- _____ b. lower case.

2.74 The student will fingerspell the alphabet in correct sequence.

2.75 Given a set of 26 words that begin with letters A through Z, the student will arrange the words in alphabetical order.

2.76 After the teacher has removed several words from a set of 26 words (beginning with A through Z), the student will arrange the remaining words in alphabetical order.

Survival Skills Tests
IE Alphabetizing

Objectives 2.71

Student _____
Date _____

(Circle one)

Pre-

Post-

a

b

Pass

Fail

Pass

Fail

Student Test Paper

a) Upper case print

A B _____ **D E** _____ **G H**
I _____ **K L M** _____ **O** _____
Q R _____ **T** _____ **W** _____
 _____ **Z**

b) Lower case print

a b c _____ **e** _____ **h**
i j _____ **m n** _____
q r _____ **t** _____ **x**

Survival Skills Tests

IE Alphabetizing

Objectives 2.71

Student _____

Date _____

(Circle one)

Pre-

Post-

Pass

Fail

Pass

Fail

Student Test Paper

c) Upper case script

a _____ C _____ E _____ H I
 _____ L M _____ P R
 _____ T U _____ W X _____

d) Lower case script

a b _____ d _____ g h
 _____ k l _____ o _____
 _____ n s t _____ w _____
 y _____

Survival Skills Tests

II.E. Alphabetizing
Objectives 2.77 - 2.81

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

Alphabetizing to the second letter

- ____ 2.77 Given three words that begin with the same letter and different second letters, the student will arrange the words in alphabetical order.
- ____ 2.78 Given a set of 52 words (2 words per letter) the student will arrange the words in alphabetical order.
- ____ 2.79 Given 52 words (2 words per letter, A through Z)--some printed in an alphabetical list and the remainder in an answer pool--the student will complete the list by writing words from the answer pool on the appropriate lines. See Student Test Paper.

Alphabetizing to the third letter

- ____ 2.80 Given three words that begin with the same two letters and a different third letter, the student will arrange the words in alphabetical order.
- ____ 2.81 Given a random list of 50 words the student will alphabetize them. See Student Test Paper.

Survival Skills Tests

I E Alphabetizing

Objectives 279

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

Directions: Look at the words in the box below.
Put each word on a line in the columns.
The words must be in ABC order.

Address

Nickel

Understand

Alarm

Up

Increase

Off

Very

Yesterday

Birthday

Out

Male

Change

Trespassing

Corrosive

Weight

Danger

Xerox

Zero

Dime

Quiet

X-ray

Prohibited

Enough

Restrooms

Right

Explosives

You

Female

Saturday

Poison

Zoo

Hospital

Go

Telephone

Smoking

Guard

Beware

Hazard

Keep Out

Number

Kind

Large

Information

Library

Warning

First Aid

Job

Voltage

Join

Money

Quarter

Survival Skills Tests

IE Alphabetizing

Objectives 2.81

Student _____

Date _____

(Circle one)

Pre-

Post-

Pass

Fail

Student Test PaperminuteclockaddresstemperaturenickeldollarmorningbrotherhearingcalendarhelpfreezemoneyalphabetWednesdayonhourwarmSundayTuesdayzipFridayJanuaryNovemberOctoberDecembercoldsexcitizenyesrostersizelargesalemediumEasttaxidayparentsfemaleweightpleasetelephonenumberfirstexpressmapinformationgoodvoltagequestion**Directions:** Write the words on the lines in ABC order.

Survival Skills Tests

II.E. Alphabetizing Objectives 2.82 - 2.88

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

Using the Alphabet

- | | | | |
|-------|-------|------|---|
| _____ | _____ | 2.82 | The student will locate a given word in a dictionary. |
| _____ | _____ | 2.83 | Given a list of 20 names (first name, surname) the student will arrange them in alphabetical order (surname, first name).
<u>See Student Test Paper.</u> |
| _____ | _____ | 2.84 | Given a student and/or faculty directory and at least three names, the student will locate the names, addresses, and telephone numbers and write that information.
<u>See Student Test Paper.</u> |
| _____ | _____ | 2.85 | The student will explain the difference between the yellow pages and regular pages of telephone books. |
| _____ | _____ | 2.86 | Given at least three telephone books the student will select the appropriate book for his or her home listing and locate the listing (Telephone book variables: current book; geographic area; regular vs. yellow pages.) |
| _____ | _____ | 2.87 | Using the alphabet the student will locate a given name and address in a telephone book and write the person's telephone number. <u>See Student Test Paper.</u> |
| _____ | _____ | 2.88 | Given the yellow pages the student will use the alphabet to locate the name, address, and telephone number of a hearing aid dealer and write that information.
<u>See Student Test Paper.</u> |

Survival Skills Tests

IE Alphabetizing

Objectives 2.83

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test PaperMary PeelJoseph T. MarstenMike AdamsWillie JohnsonJames McTayLois EdelmanEdna May WatersWilliam WarrenTerrence AbernathyKay BronsonLing Sung MiBuddy FitchWallace Van DorqueE.K. AndersBytha WayAlice P. JohnsonDaisy FlowersGarfield SprocketWinston JamesHarrington Wells

Directions: Write the names on the lines below in ABC order.
Write the last name first.

Example:Abernathy, Terrence

Survival Skills Tests

II E Alphabetizing

Objectives 284

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper**Directions:** Find these names in a directory:

Write the names with the correct information below.

1_____
Last Name_____
First Name_____
Address_____
Telephone Number**2**_____
Last Name_____
First Name_____
Address_____
Telephone Number**3.**_____
Last Name_____
First Name_____
Address_____
Telephone Number**4.**_____
Last Name_____
First Name_____
Address_____
Telephone Number

Survival Skills Tests

IE Alphabetizing

Objectives 2.87, 2.88

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

2.87

Pass

Fail

Directions: Find this name in a telephone book.

name _____

address _____

Write that person's phone number on the line.

Pass

Fail

2.88

Directions: Use the "Yellow Pages" telephone book.

Find the name , address, and telephone number of
a **Hearing Aid Dealer**.

Write the information on the lines below.

Survival Skills Tests

II.F. Hearing Aids

Objectives 2.90 - 2.98

Student _____

Date _____

(Circle one)

Pre-

Post-

Teacher Checklist

Pre Post

- | | | | |
|-------|-------|------|--|
| _____ | _____ | 2.90 | The student will remove the battery from his or her aid and use the battery tester to determine whether or not the battery is still functioning. |
| _____ | _____ | 2.91 | The student will place a battery in his or her aid: positive to positive, negative to negative. |
| _____ | _____ | 2.92 | The student will: |
| _____ | _____ | a. | identify the ON-OFF switch on his or her aid. |
| _____ | _____ | b. | aurally discriminate when the aid is on or off and indicate such through the air. |
| _____ | _____ | c. | turn aid off when not in use. |
| _____ | _____ | 2.93 | The student will manipulate the volume control to the appropriate level. |
| _____ | _____ | 2.94 | The student will express that the aid is not functioning properly. |
| _____ | _____ | 2.95 | The student will express functions and personal use of the following settings: |
| | | -- | M (microphone) |
| | | -- | T (telephone) |
| | | -- | MT (microphone telephone combination) |
| _____ | _____ | 2.96 | The student will check the earmold for obstructions and demonstrate the proper method to clean the mold when necessary. |
| _____ | _____ | 2.97 | Using a body aid the student will: |
| | | | attach the cord to the body aid <u>and</u> to the receiver, and attach the earmold to the receiver. |
| _____ | _____ | 2.98 | Using an ear level aid the student will attach an earmold to the aid. |

Survival Skills Tests

III.A. Money Names, Values Objectives 3.01 - 3.05

Student _____

Date _____

(Circle one)

Pre-

Post-

Teacher Checklist

Pre Post

- | | | | |
|-------|-------|------|--|
| _____ | _____ | 3.01 | Given an envelope containing real and fake money, the student will discriminate between the two types and identify each piece of currency. |
| _____ | _____ | 3.02 | Given coins, bills, and two labeled envelopes ("coins," "bills") the student will put the coins and bills in the appropriate envelopes. |
| _____ | _____ | 3.03 | The student will match real coins and bills to their printed <u>values</u> . |
| _____ | _____ | 3.04 | The student will match real coins and bills to their printed <u>names</u> . |
| _____ | _____ | 3.05 | The student will match printed values to printed names for the following: penny; nickel; dime; quarter; half dollar; one, two, five, and ten dollar bills. (e.g., \$0.10 = a dime) |

Survival Skills Tests

III.B. Counting and Adding Money
Objective 3.06

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

3.06 Using real money the student will count:

- | | | |
|-------|-------|---------------------------|
| _____ | _____ | a. pennies to \$1.30 |
| _____ | _____ | b. nickels to \$1.30 |
| _____ | _____ | c. dimes to \$1.30 |
| _____ | _____ | d. quarters to \$2.50 |
| _____ | _____ | e. half dollars to \$2.50 |
| _____ | _____ | f. dollars to \$6.00 |

Survival Skills Tests

■ B Counting and Adding Money

Objectives 3.07

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post- ☐

Student Test Paper

Directions: Write the same amount with a \$ and .

Example: 18¢ = \$0.18

1. 25¢ = _____

2. 95¢ = _____

3. 47¢ = _____

4. 5¢ = _____

5. 120¢ = _____

6. 50¢ = _____

7. 1¢ = _____

8. 76¢ = _____

9. 109¢ = _____

10. 10¢ = _____

Survival Skills Tests

III.B. Counting and Adding Money Objective 3.08

PRE	POST
P	P
F	F

Teacher Checklist

Student _____
Date _____
(Circle one) Pre- Post-

3.08 Given various combinations of all possible coins up to \$2.25 in value, the student will add the coins mentally and write the sum in decimal form.

Pre	Post		Pre	Post	
_____	_____	a penny and a nickel	_____	_____	2 pennies and 2 nickels
_____	_____	a penny and a dime	_____	_____	2 pennies and 2 dimes
_____	_____	a nickel and a dime	_____	_____	2 nickels and 2 dimes
_____	_____	a penny, nickel and dime	_____	_____	2 pennies, 2 nickels and 2 dimes
_____	_____	a quarter and a penny	_____	_____	2 quarters and 2 pennies
_____	_____	a quarter and a nickel	_____	_____	2 quarters and 2 nickels
_____	_____	a quarter and a dime	_____	_____	2 quarters and 2 dimes
_____	_____	a penny, nickel, quarter and a dime	_____	_____	2 pennies, 2 nickels, 2 quarters and 2 dimes
_____	_____	a half-dollar and a penny			2 half dollars and 2 pennies
_____	_____	a half-dollar and a nickel	_____	_____	2 half dollars and 2 nickels
_____	_____	a half-dollar and a dime	_____	_____	2 half dollars and 2 dimes
_____	_____	a half-dollar and a quarter	_____	_____	2 half dollars and 2 quarters
_____	_____	a half-dollar, a quarter, a dime, a nickel and a penny	_____	_____	2 half dollars, 2 quarters, 2 dimes, 2 nickels and 2 pennies
_____	_____	a dollar and a penny	_____	_____	2 dollar bills, a dime, 2 nickels, 2 pennies
_____	_____	a dollar and a nickel			
_____	_____	a dollar and a dime			
_____	_____	a dollar and a quarter			
_____	_____	a dollar and a half dollar			
_____	_____	a dollar bill, a half-dollar, a quarter, a dime, a nickel and a penny			

Survival Skills Tests

III.B. Counting and Adding Money
Objectives 3.09, 3.10

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

_____ _____ 3.09 Given a series of coins and bills (up to \$2.25) by the teacher in random sequence one at a time, the student will write the value of each in decimal form and add the figures.

PRE	POST
P	P
F	F

3.10 Given a printed value up to \$2.25 and various coins totaling at least \$4.00, the student will select those coins that make up the printed value. (e.g., \$0.27 = one quarter and two pennies)

Procedure Provide the student with at least \$4.00 using all coins. Request the following amounts. Present each printed stimulus individually.

Pre Post

_____ _____ \$0.10
 _____ _____ \$0.05
 _____ _____ \$0.03
 _____ _____ \$0.25
 _____ _____ \$0.50
 _____ _____ \$0.07
 _____ _____ \$0.47
 _____ _____ \$0.26
 _____ _____ \$0.15
 _____ _____ \$1.00

Pre Post

_____ _____ \$0.20
 _____ _____ \$0.30
 _____ _____ \$1.48
 _____ _____ \$0.55
 _____ _____ \$0.75
 _____ _____ \$0.87
 _____ _____ \$0.98
 _____ _____ \$1.29
 _____ _____ \$1.79
 _____ _____ \$2.20

Survival Skills Tests

III.B. Counting and Adding Money Objective 3.11

PRE	POST
P	P
F	F

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

3.11 When reading prices or talking about printed values of money (through the air), the student will express the amount literally. (e.g., 39¢ is signed/spoken as "thirty-nine cents.")

Pre	Post		Pre	Post		Pre	Post	
_____	_____	\$0.01	_____	_____	\$2.00	_____	_____	\$0.35
_____	_____	\$0.05	_____	_____	\$2.34	_____	_____	\$0.89
_____	_____	\$0.07	_____	_____	\$2.76	_____	_____	\$1.05
_____	_____	\$0.10	_____	_____	\$3.00	_____	_____	\$1.10
_____	_____	\$0.15	_____	_____	\$3.21	_____	_____	\$1.29
_____	_____	\$0.25	_____	_____	\$4.44	_____	_____	\$1.58
_____	_____	\$0.48	_____	_____	\$5.05	_____	_____	\$1.83
_____	_____	\$1.00	_____	_____	\$8.99	_____	_____	\$1.97

Survival Skills Tests

III.B. Counting and Adding Money Objective 3.12

PRE	POST
P	P
F	F

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

3.12 Given \$5.00 in coins and bills and a through-the-air stimulus, the student will select the correct amount from the coins and bills.

Pre	Post	
_____	_____	1. \$0.21
_____	_____	2. \$0.56
_____	_____	3. \$0.89
_____	_____	4. \$1.09
_____	_____	5. \$1.47
_____	_____	6. \$1.98
_____	_____	7. \$2.12
_____	_____	8. \$2.60
_____	_____	9. \$2.89
_____	_____	10. \$3.05
_____	_____	11. \$3.33
_____	_____	12. \$3.74
_____	_____	13. \$4.28
_____	_____	14. \$4.72
_____	_____	15. \$4.95

Survival Skills Tests

III.B. Counting and Adding Money

Objectives 3.13 - 3.14

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

PRE	POST
P	P
F	F

3.13 Given 5 pennies, 3 nickels, 2 dimes, 2 quarters, 1 half dollar, and a through-the-air stimulus "Do you have change for a _____?", the student will make change for the following:

- | | | |
|-------|-------|----------------|
| _____ | _____ | a. nickel |
| _____ | _____ | b. dime |
| _____ | _____ | c. quarter |
| _____ | _____ | d. half dollar |
| _____ | _____ | e. dollar. |

PRE	POST
P	P
F	F

3.14 Given any combination of coins and bills up to \$10.00, the student will count the money and write the sum.

Procedure Have the following money available: at least 1 - \$5 bill, 1 - \$1 bill, 4 quarters, 2 half-dollars, 12 dimes, 10 nickels, and 30 pennies. Present each amount separately.

- | | | |
|-------|-------|---------|
| _____ | _____ | \$6.30 |
| _____ | _____ | \$4.25 |
| _____ | _____ | \$7.60 |
| _____ | _____ | \$1.37 |
| _____ | _____ | \$8.96 |
| _____ | _____ | \$10.00 |

Survival Skills Tests

■ B Counting and Adding Money

Objectives 3.15

Student _____

Date _____

(Circle one)

Pre-

Post-

Pass

Fail

Student Test Paper**1.**

$$\begin{array}{r} \$0.05 \\ + \$0.03 \\ \hline \end{array}$$

2.

$$\begin{array}{r} \$0.10 \\ + \$0.25 \\ \hline \end{array}$$

3.

$$\begin{array}{r} \$3.00 \\ + \$0.97 \\ \hline \end{array}$$

4.

$$\begin{array}{r} \$0.44 \\ + \$0.08 \\ \hline \end{array}$$

5.

$$\begin{array}{r} \$0.66 \\ + \$0.25 \\ \hline \end{array}$$

6.

$$\begin{array}{r} \$0.79 \\ + \$0.31 \\ \hline \end{array}$$

7.

$$\begin{array}{r} \$1.53 \\ + \$4.52 \\ \hline \end{array}$$

8.

$$\begin{array}{r} \$1.94 \\ + \$1.07 \\ \hline \end{array}$$

9.

$$\begin{array}{r} \$8.98 \\ + \$0.03 \\ \hline \end{array}$$

10.

$$\begin{array}{r} \$2.87 \\ + \$6.75 \\ \hline \end{array}$$

11.

$$\begin{array}{r} \$2.46 \\ + \$7.54 \\ \hline \end{array}$$

12.

$$\begin{array}{r} \$5.00 \\ + \$5.00 \\ \hline \end{array}$$

Survival Skills Tests

III.C. Recognizing More and Less Objective 3.16

Student _____
Date _____
(Circle one) Pre- Post-

PRE	POST
P	P
F	F

Teacher Checklist

3.16 Using the specified combinations of coins and bills, the student will tell--for each combination--if the two amounts are equal or not. If unequal the student will identify the larger amount as "more" or the smaller amount as "less."

Pre	Post	
_____	_____	1 penny . . . 3 pennies
_____	_____	3 pennies . . . 3 pennies
_____	_____	3 pennies . . . 5 pennies
_____	_____	3 pennies . . . 1 nickel
_____	_____	5 pennies . . . 1 nickel
_____	_____	7 pennies . . . 1 nickel
_____	_____	7 pennies . . . 1 dime
_____	_____	10 pennies . . . 1 dime
_____	_____	13 pennies . . . 1 dime
_____	_____	13 pennies . . . 1 quarter
_____	_____	25 pennies . . . 1 quarter
_____	_____	33 pennies . . . 1 quarter
_____	_____	33 pennies . . . 1 half dollar
_____	_____	50 pennies . . . 1 half dollar
_____	_____	63 pennies . . . 1 half dollar
_____	_____	63 pennies . . . 1 dollar bill
_____	_____	100 pennies . . . 1 dollar bill
_____	_____	106 pennies . . . 1 dollar bill
_____	_____	1 nickel . . . 1 dime
_____	_____	2 nickels . . . 1 dime
_____	_____	3 nickels . . . 1 dime

Survival Skills Tests

Student _____
 Date _____
 (Circle one) Pre- Post-

III.C. Recognizing More and Less Objective 3.16 (Continued)

Teacher Checklist

3.16 (Continued) Using the specified combinations of coins and bills, the student will tell--for each combination--if the two amounts are equal or not. If unequal the student will identify the larger amounts as "more" or the smaller amounts as "less."

Pre	Post	
_____	_____	3 nickels . . . 1 quarter
_____	_____	5 nickels . . . 1 quarter
_____	_____	8 nickels . . . 1 quarter
_____	_____	8 nickels . . . 1 half dollar
_____	_____	10 nickels . . . 1 half dollar
_____	_____	15 nickels . . . 1 half dollar
_____	_____	15 nickels . . . 1 dollar bill
_____	_____	20 nickels . . . 1 dollar bill
_____	_____	25 nickels . . . 1 dollar bill
_____	_____	1 dime . . . 1 quarter
_____	_____	2 dimes . . . 1 quarter
_____	_____	3 dimes . . . 1 quarter
_____	_____	3 dimes . . . 1 half dollar
_____	_____	5 dimes . . . 1 half dollar
_____	_____	8 dimes . . . 1 half dollar
_____	_____	8 dimes . . . 1 dollar bill
_____	_____	10 dimes . . . 1 dollar bill
_____	_____	13 dimes . . . 1 dollar bill

Survival Skills Tests

III.C. Recognizing More and Less Objective 3.16 (Continued)

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

3.16 (Continued) Using the specified combinations of coins and bills, the student will tell--for each combination--if the two amounts are equal or not. If unequal the student will identify the larger amounts as "more" or the smaller amounts as "less."

Pre Post

_____	_____	1 quarter . . . 1 half dollar
_____	_____	4 quarters . . . 1 half dollar
_____	_____	3 quarters . . . 1 half dollar
_____	_____	3 quarters . . . 1 dollar bill
_____	_____	4 quarters . . . 1 dollar bill
_____	_____	5 quarters . . . 1 dollar bill
_____	_____	1 half dollar . . . 1 dollar bill
_____	_____	2 half dollars . . . 1 dollar bill
_____	_____	3 half dollars . . . 1 dollar bill
_____	_____	1 dollar . . . 1 five dollar bill
_____	_____	5 one dollar bills . . . 1 five dollar bill
_____	_____	7 one dollar bills . . . 1 five dollar bill

Survival Skills Tests

III.C. More and Less, Change
Objectives 3.17 - 3.22

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

Recognizing More and Less

3.17 When role-playing a customer in a shopping situation, the student will compare the amount of money he or she has to the price tag of a desired product and express:

- _____ a. which amount is more and which is less (price or money in hand)
- _____ b. whether or not he or she has enough money to make the purchase.

3.18 When role-playing the customer in a shopping situation, the student will:

- _____ a. read a product's price tag.
- _____ b. pay for the product with exact amount.

Making Change

3.19 Given a dollar in change and the through-the-air stimulus "subtract X amount," the student will:

- _____ a. remove the specified amount from the coins.
- _____ b. express the value of the remaining coins.

3.20 When role-playing a customer in a shopping situation, the student will wait for his or her change if paying for an item with more than the indicated price.

3.21 Having received change in a mock shopping situation, the student will count the change and tell the teacher whether or not the change is correct.

3.22 When role-playing a merchant in a shopping situation, the student will accept money for a purchased item and give correct change when appropriate.

Survival Skills Tests

■ D Making Change

Objectives 3.23

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper**1.**

$$\begin{array}{r} \$0.09 \\ - \$0.03 \\ \hline \end{array}$$

2.

$$\begin{array}{r} \$0.83 \\ - \$0.12 \\ \hline \end{array}$$

3.

$$\begin{array}{r} \$4.50 \\ - \$1.00 \\ \hline \end{array}$$

4.

$$\begin{array}{r} \$5.30 \\ - \$2.10 \\ \hline \end{array}$$

5.

$$\begin{array}{r} \$0.41 \\ - \$0.28 \\ \hline \end{array}$$

6.

$$\begin{array}{r} \$1.25 \\ - \$0.40 \\ \hline \end{array}$$

7.

$$\begin{array}{r} \$3.62 \\ - \$1.37 \\ \hline \end{array}$$

8.

$$\begin{array}{r} \$6.04 \\ - \$2.61 \\ \hline \end{array}$$

9.

$$\begin{array}{r} \$5.31 \\ - \$5.29 \\ \hline \end{array}$$

10.

$$\begin{array}{r} \$9.42 \\ - \$2.86 \\ \hline \end{array}$$

11.

$$\begin{array}{r} \$7.88 \\ - \$6.89 \\ \hline \end{array}$$

12.

$$\begin{array}{r} \$10.00 \\ - \$3.57 \\ \hline \end{array}$$

Survival Skills Tests

III.E. Taxes, Checks, Credit Cards Objectives 3.24 - 3.27

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

- | | | | |
|-------|-------|------|--|
| _____ | _____ | 3.24 | The student will explain that the amount he or she must pay for a product or service may be more than the price because taxes may be added. |
| _____ | _____ | 3.25 | The student will explain that a check can be used only if enough money is in the bank to cover it. |
| _____ | _____ | 3.26 | The student will explain that writing checks without sufficient funds in his or her checking account is illegal and punishable by law. |
| _____ | _____ | 3.27 | The student will explain that using credit cards is essentially borrowing money that must be paid at a later date and that a charge may be added for that service. |

Survival Skills Tests

IV. Consumer Skills Objectives 4.01 - 4.08

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

- | | | | |
|-------|-------|------|---|
| _____ | _____ | 4.01 | The student will choose an appropriate store for his or her needs (e.g., grocery store for food, drug store for medicine). |
| _____ | _____ | 4.02 | a. The student will locate items in the store. |
| _____ | _____ | | b. In a large store the student will use the main index to locate items and use that information to find the items. |
| _____ | _____ | 4.03 | Given a product the student will read the item's price and express it (through the air) in dollars and cents. |
| _____ | _____ | 4.04 | The student will find different quantities of products and express (through the air) that they have different prices. (e.g., a quart of milk vs. a gallon of milk) |
| _____ | _____ | 4.05 | The student will recognize various perishables as such and care for them properly following the purchase. <u>See Student Test Paper.</u> |
| _____ | _____ | 4.06 | The student will discriminate between rotten and fresh fruits and vegetables. |
| _____ | _____ | 4.07 | The student will read and use expiration dates. |
| _____ | _____ | 4.08 | Given three articles of clothing (e.g., 3 socks or 3 shirts), the student will compare sizes and label each article:

using the words SMALL, MEDIUM, LARGE and using the abbreviations "S", "M", "L." |

Survival Skills Tests

IV Consumer Skills

Objectives 4.05

Pass

Fail

Student _____

Date _____

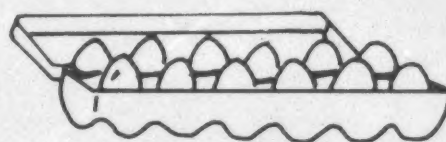
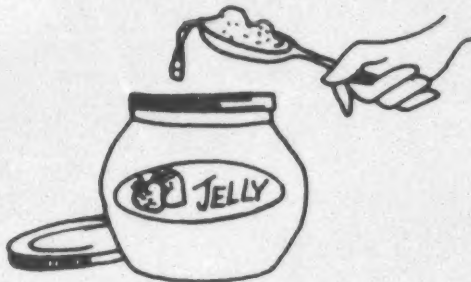
(Circle one)

Pre-

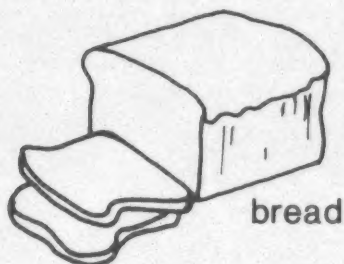
Post-

Student Test Paper

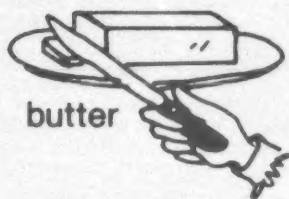
Circle the foods that can spoil.



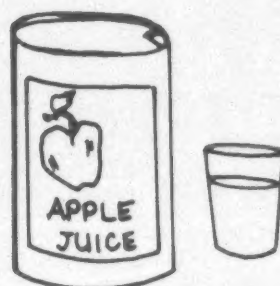
eggs



bread



butter



meat



Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

1. My shoe size is _____ .



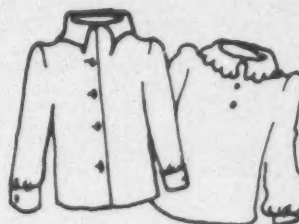
2. My belt size is _____ .



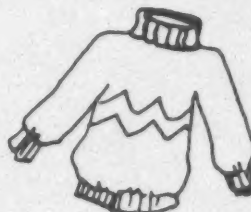
3. My pants size is _____ .



4. My shirt/blouse size is _____ .



5. My sweater size is _____ .



6. My coat size is _____ .



Survival Skills Tests

IV. Consumer Skills Objectives 4.10 - 4.17

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre	Post	
_____	_____	4.10 Given a new article of clothing the student will read the tag and label for information and express (through the air):
_____	_____	a. the price of the article
_____	_____	b. the size of the article
_____	_____	c. whether or not the article is his or her size.
_____	_____	4.11 The student will compare the cost of an item to the amount of money he or she has. (See Money Skills, objective 3.17)
_____	_____	4.12 The student will select an appropriate checkout line (including the "express line") and wait in line until his or her turn.
_____	_____	4.13 The student will communicate with the clerk:
_____	_____	through the air: "How much?" and "Where is _____?"
_____	_____	printed: "How much?" and "Where is _____?"
_____	_____	4.14 The student will pay for items and wait until he or she receives change. (See Money Skills, objective 3.20.)
_____	_____	4.15 The student will check the accuracy of his or her change in amounts up to:
_____	_____	a. \$1.00
_____	_____	b. \$5.00.
		(See Money Skills, objective 3.21)
_____	_____	4.16 Given the printed stimulus "SALE" (i.e., reduced prices), the student will explain that it means a given item costs less than it did before.
_____	_____	4.17 Given a merchandise catalog the student will locate a section in the catalog from a printed or through-the-air stimulus (e.g., "Find the toys" or "Find the clocks").

Survival Skills Tests

IV Consumer Skills

Objectives 4.18

Pass

Fall

Student _____

Date _____

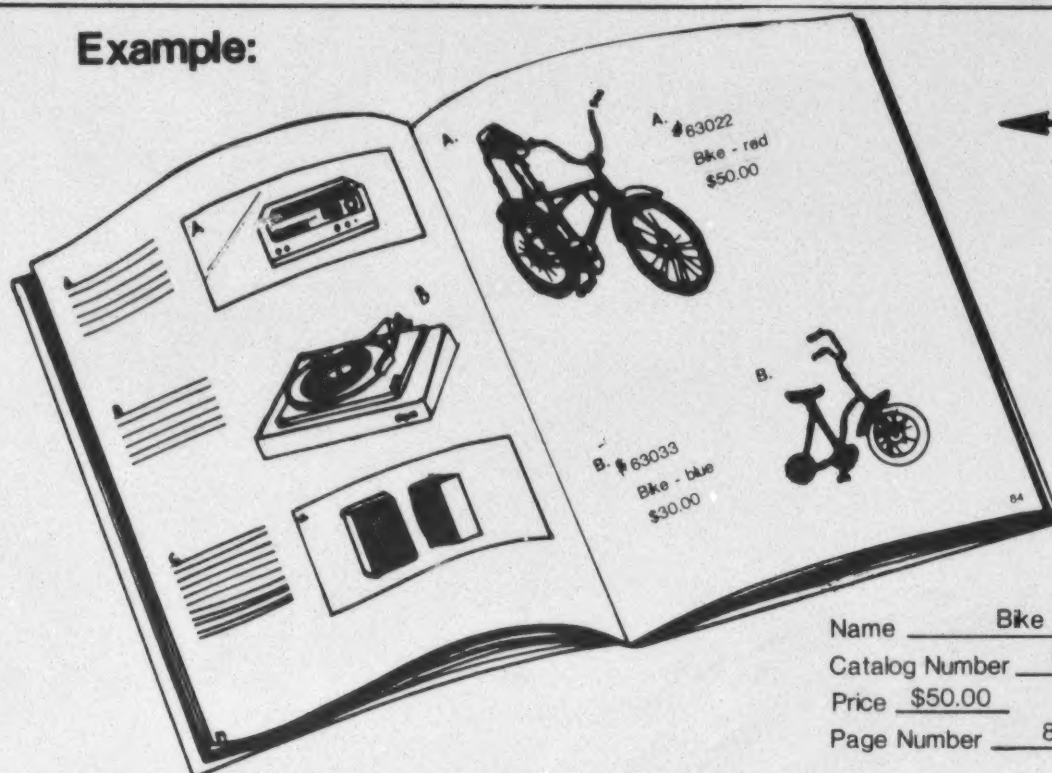
(Circle one)

Pre-

Post-

Student Test Paper

Example:



Name Bike
Catalog Number 63022
Price \$50.00
Page Number 84

Directions: Get a catalog.

Write the name of the company _____.

Find **four** things that you want.

Write the information on the lines.

1

Name _____
Catalog Number _____
Price _____
Page Number _____

2

Name _____
Catalog Number _____
Price _____
Page Number _____

3

Name _____
Catalog Number _____
Price _____
Page Number _____

4

Name _____
Catalog Number _____
Price _____
Page Number _____

Survival Skills Tests

V.A. (Maps) Addresses, Getting Lost
Objectives 5.01 - 5.06

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

Addresses

- | | | | |
|-------|-------|------|--|
| _____ | _____ | 5.01 | The student will explain that all buildings (e.g., office and government buildings, houses, stores) have unique addresses. |
| _____ | _____ | 5.02 | The student will identify (by function such as home, school, etc.) any given building in the community and write the building's address. |
| _____ | _____ | 5.03 | At any given intersection in the community the student will write "I am at _____," the names of both streets, and the section of the city. (e.g., N.E., S.E.; if applicable) |
| _____ | _____ | 5.04 | In the community the student will obey traffic laws and exercise caution as a pedestrian. |

PRE	POST
P	P
F	F

- 5.05 Given the name of a pertinent locality (e.g., town, state), the student will write an acceptable abbreviation for that locality.

- | | | | | |
|-------|-------|----------------------------------|---|-------------------|
| _____ | _____ | Washington, District of Columbia | - | Wash., D.C. or DC |
| _____ | _____ | Maryland | - | Md. or MD |
| _____ | _____ | Virginia | - | Va. or VA |
| _____ | _____ | Northeast | - | N.E. |
| _____ | _____ | Northwest | - | N.W. |
| _____ | _____ | Southeast | - | S.E. |
| _____ | _____ | Southwest | - | S.W. |

Getting Lost

PRE	POST
P	P
F	F

- 5.06 Using through-the-air communication and/or role-playing, the student will explain proper procedures to follow if he or she is lost. This includes:

- | | | |
|-------|-------|---|
| _____ | _____ | await the return of parents or companions |
| _____ | _____ | seek out an authority figure (police officer, firefighter, etc.) and request assistance by writing "My name is _____. I am lost, please help." followed by his or her address and telephone number. |

Survival Skills Tests
V Community Awareness

Objectives 5.08

Pass

Fail

Student _____

Date _____

(Circle one)

Pre-

Post-

Student Test Paper

Northeast (N.E.)

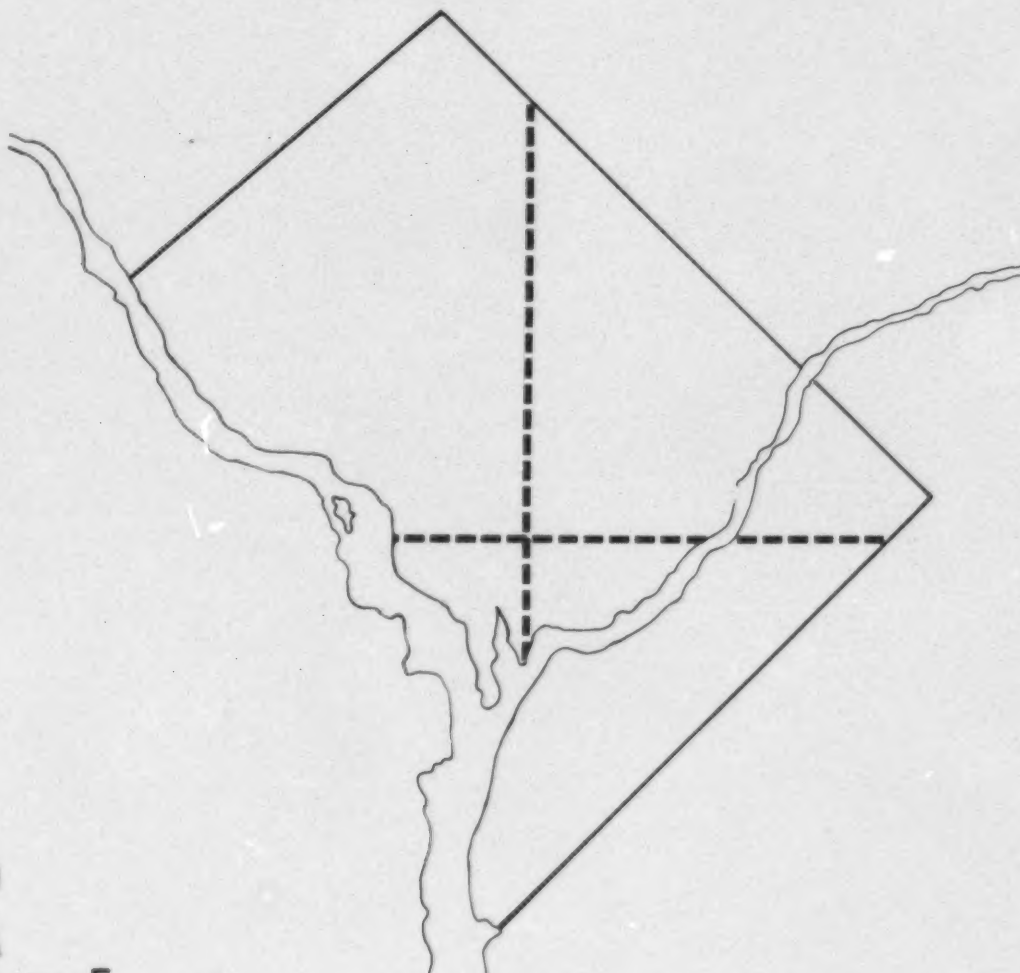
Southeast (S.E.)

Maryland (Md.)

Northwest (N.W.)

Southwest (S.W.)

Virginia (Va.)



Survival Skills Tests

V.B. Using the Subway
Objectives 5.20 - 5.30

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

- | | | | |
|-------|-------|------|---|
| _____ | _____ | 5.20 | The student will recognize the "M" which is the symbol for the subway and tell the teacher what it means. |
| _____ | _____ | 5.21 | The student will briefly explain the concept of subway travel. |
| _____ | _____ | 5.22 | The student will mark stations and routes (line colors) from a Metrorail route map to locations on a map of the Washington, D.C. area. |
| _____ | _____ | 5.23 | The student will state the times and days (schedule) when Metrorail is in operation. |
| _____ | _____ | 5.24 | The student will locate the Metrorail station from which he or she would begin a trip. |
| _____ | _____ | 5.25 | At a Metro station the student will locate the Metrorail map (showing all existing route lines and stations) and point out his or her present position. |

Rush hour

- | | | | |
|-------|-------|------|--|
| _____ | _____ | 5.26 | The student will read the words "rush hour" on the fare index and briefly explain the concept of "rush hour," including the fact that fares then are different than the rest of the day. |
| _____ | _____ | 5.27 | The student will specify the times at which "rush hour" fares are in effect. |
| _____ | _____ | 5.28 | Using a clock or watch the student will determine the type of fare to be paid at that time. (rush hour vs. non-rush hour) |
| _____ | _____ | 5.29 | The student will locate the appropriate fare on the station/fare index. |

One-way, round trip

- | | | | |
|-------|-------|------|---|
| _____ | _____ | 5.30 | The student will explain the concepts of "one-way trip" and "round trip." |
|-------|-------|------|---|

Survival Skills Tests

V.B. Using the Subway
Objectives 5.31 - 5.33

Student _____

Date _____

(Circle one)

Pre-

Post-

Teacher Checklist

Pre Post

Entering and leaving the system

- | | | | |
|-------|-------|------|---|
| _____ | _____ | 5.31 | The student will purchase a farecard and enter the Metrorail system, demonstrating the proper use of the farecard, transfer (if necessary), directional signs, and other resources. |
| _____ | _____ | 5.32 | The student will recognize the station at which he or she is to exit and exit at that station, demonstrating proper use of signs, "addfare" (if necessary), the farecard, and other resources. |
| _____ | _____ | 5.33 | The student will explain that if he or she exits the system at the wrong station, he or she will re-enter the system, use the necessary resources to locate the correct station, go to that station, and exit the system. |

Survival Skills Tests

V.C. Using the Bus
Objectives 5.34 - 5.42

Student _____
Date _____
(Circle one) Pre- Post-

Teacher Checklist

Pre Post

- | | | | |
|-------|-------|------|---|
| _____ | _____ | 5.34 | The student will briefly explain the concept of bus travel. |
| _____ | _____ | 5.35 | In response to questions the student will explain through the air: |
| _____ | _____ | | the existence of many routes and the necessity of getting the correct bus |
| _____ | _____ | | the cost of a regular bus ride |
| _____ | _____ | | the importance of independently recognizing disembarkation places. |

Recognizing a bus stop and the correct bus

- | | | | |
|-------|-------|------|---|
| _____ | _____ | 5.36 | The student will recognize bus stop signs and explain their function. |
| _____ | _____ | 5.37 | The student will point out bus stop signs throughout the community. |
| _____ | _____ | 5.38 | In a small group the student will wait at a bus stop and catch the correct bus for a given destination. |
| _____ | _____ | 5.39 | In a small group the student will enter the bus, pay correct fare, and choose a seat carefully and quickly. |
| _____ | _____ | 5.40 | The student will communicate with the driver by: |
| _____ | _____ | | showing the driver a written address (destination) and the question "What stop?" |
| _____ | _____ | | waiting for the driver's comprehension and reply. |
| _____ | _____ | 5.41 | The student will ask the driver to write the response. |
| _____ | _____ | 5.42 | The student will disembark safely at a given signal from the driver (or independently) at the appropriate stop and proceed to the sidewalk. |

Survival Skills Tests

V.C.-D Using the Bus, Taxi
Objectives 5.43, 5.44, 5.50, 5.51

Student _____

Date _____

(Circle one)

Pre-

Post-

Teacher Checklist

Pre Post

Recognizing a bus stop and the correct bus (Continued)

- | | | | |
|-------|-------|------|--|
| _____ | _____ | 5.43 | Having left the bus and identified the location as incorrect, the student will take the necessary steps toward reaching his or her original destination. (e.g., seek additional information or directions; wait for another bus) |
| _____ | _____ | 5.44 | Having left the bus at the correct location, the student will orient himself or herself and go to the ultimate destination. |

Using a Taxi

- | | | | |
|-------|-------|------|--|
| _____ | _____ | 5.50 | Using through-the-air communication the student briefly will explain the concept of taxi use and that it is more expensive than the bus or subway. |
| _____ | _____ | 5.51 | In a small group the student will successfully hail, board, communicate destination (written or spoken), disembark, and pay for a taxi ride. |

Student Progress Report

STUDENT PROGRESS REPORT

Purpose

The Student Progress Report serves as a record of the individual student's progress throughout the entire program.

Procedures

Reproduce the Student Progress Report for each student. Write the student's name, age, and date of entry into the program on the lines provided. Each time a test is administered to the student, record the date and results of the test on the Report Form.

Explanation of the Key

Look at the Key at the top corner of the page. It indicates a line (date) and a box (degree of success). The Key gives three suggestions for recording degree of success in the boxes.

If the objective is not tested, leave it blank. If the objective is tested but the student needs improvement, mark an X in the box. If the objective is tested and mastered, fill in the box completely.

Two columns of lines and boxes are presented on the form for each objective number. One column, PRE, is to be used to record the date and the results of the pretest. The other column, POST, is to record the date and results of the posttest.

Example

If you have just administered the pretest for Obj. 1.01, find the line and box in the PRE column for Obj. 1.01. Enter the degree of success in the box. Do not mark the line or the box in the post column until the posttest is completed.

Student Profile

Throughout the year, and possibly over several years, the Student Progress Report will serve as a convenient record of which objectives and areas of study the student has completed, which of those were mastered, and which were not taught.

Those that indicate "needs improvement" on the posttest suggest areas for review or additional instruction.

It has been suggested that you prepare a Survival Skills folder for each student. The Student Progress Report should be the backbone of this file. It serves the teacher at Individual Education Program conferences, at planning sessions, when preparing reports, or even when discussing progress with the students themselves.

It will prove especially helpful in the event that the student changes classes, grades, or even schools. When used with the objectives, it represents a concise summary of the student's progress.

Survival Skills Student Progress Report

Name _____

Age _____

Date of Entry into Program _____

KEY

Date _____

Degree of
Success



not tested



tested student
needs improvement



tested student
has mastered
the objective

OBJECTIVE NO.

PRE

POST

OBJECTIVE NO.

PRE

POST

Communication Skills

A Personal Data

1.01	_____	☐	_____	☐
1.02	_____	☐	_____	☐
1.03	_____	☐	_____	☐
1.04	_____	☐	_____	☐
1.05	_____	☐	_____	☐
1.06	_____	☐	_____	☐
1.07	_____	☐	_____	☐
1.08	_____	☐	_____	☐
1.09	_____	☐	_____	☐
1.10	_____	☐	_____	☐
1.11	_____	☐	_____	☐
1.12	_____	☐	_____	☐
1.13	_____	☐	_____	☐
1.14	_____	☐	_____	☐
1.15	_____	☐	_____	☐
1.16	_____	☐	_____	☐
1.17	_____	☐	_____	☐
1.18	_____	☐	_____	☐
1.19	_____	☐	_____	☐
1.20	_____	☐	_____	☐
1.21	_____	☐	_____	☐

B Written Messages

1.30a	_____	☐	_____	☐
b	_____	☐	_____	☐
c	_____	☐	_____	☐
d	_____	☐	_____	☐
e	_____	☐	_____	☐

f

_____ ☐

_____ ☐

g

_____ ☐

_____ ☐

h

_____ ☐

_____ ☐

C Speechreading

1.40 a

_____ ☐

_____ ☐

b

_____ ☐

_____ ☐

c

_____ ☐

_____ ☐

d

_____ ☐

_____ ☐

1.41

_____ ☐

_____ ☐

D TTY-MCM

1.50

_____ ☐

_____ ☐

1.51

_____ ☐

_____ ☐

1.52

_____ ☐

_____ ☐

1.53

_____ ☐

_____ ☐

E Vocabularies

1.60 everyday

_____ ☐

_____ ☐

danger

_____ ☐

_____ ☐

F Symbols

1.70 everyday

_____ ☐

_____ ☐

danger

_____ ☐

_____ ☐

Daily Skills

A Counting

2.01a

_____ ☐

_____ ☐

b

_____ ☐

_____ ☐

c

_____ ☐

_____ ☐

d

_____ ☐

_____ ☐

e

_____ ☐

_____ ☐

f

_____ ☐

_____ ☐

g

_____ ☐

_____ ☐

Name _____

OBJECTIVE NO.	PRE	POST
h	☐	☐
i	☐	☐
2.02a	☐	☐
b	☐	☐
c	☐	☐
d	☐	☐
e	☐	☐
f	☐	☐
g	☐	☐
h	☐	☐
i	☐	☐
2.03	☐	☐
B Time		
2.10	☐	☐
2.11	☐	☐
2.12	☐	☐
2.13	☐	☐
2.14	☐	☐
2.15	☐	☐
2.16	☐	☐
2.17	☐	☐
2.18	☐	☐
2.19	☐	☐
2.20	☐	☐
2.21a	☐	☐
b	☐	☐
c	☐	☐
2.22	☐	☐
2.23	☐	☐
C Calendar		
2.30	☐	☐
2.31	☐	☐
2.32 TTA	☐	☐
print	☐	☐

OBJECTIVE NO.	PRE	POST
2.33 TTA	☐	☐
print	☐	☐
2.34a	☐	☐
b	☐	☐
c	☐	☐
2.35	☐	☐
2.36	☐	☐
2.37	☐	☐
2.38	☐	☐
2.39	☐	☐
2.40	☐	☐
2.41a	☐	☐
b	☐	☐
c	☐	☐
D Temperature		
2.50	☐	☐
2.51	☐	☐
2.52	☐	☐
2.53	☐	☐
2.54	☐	☐
2.55	☐	☐
2.56	☐	☐
2.57	☐	☐
2.58	☐	☐
2.59	☐	☐
2.60	☐	☐
2.61	☐	☐
E Alphabetizing		
2.70a	☐	☐
b	☐	☐
c	☐	☐
d	☐	☐
2.71a	☐	☐
b	☐	☐

Name: _____

OBJECTIVE NO.	PRE	POST
c	☐	☐
d	☐	☐
2.72a	☐	☐
b	☐	☐
2.73a	☐	☐
b	☐	☐
2.74	☐	☐
2.75	☐	☐
2.76	☐	☐
2.77	☐	☐
2.78	☐	☐
2.79	☐	☐
2.80	☐	☐
2.81	☐	☐
2.82	☐	☐
2.83	☐	☐
2.84	☐	☐
2.85	☐	☐
2.86	☐	☐
2.87	☐	☐
2.88	☐	☐
F Hearing Aids		
2.90	☐	☐
2.91	☐	☐
2.92a	☐	☐
b	☐	☐
c	☐	☐
2.93	☐	☐
2.94	☐	☐
2.95	☐	☐
2.96	☐	☐
2.97	☐	☐
2.98	☐	☐

OBJECTIVE NO.	PRE	POST
Money Skills		
A Money Names and Values		
3.01	☐	☐
3.02	☐	☐
3.03	☐	☐
3.04	☐	☐
3.05	☐	☐
B Counting and Adding Money		
3.06a	☐	☐
b	☐	☐
c	☐	☐
d	☐	☐
e	☐	☐
f	☐	☐
3.07	☐	☐
3.08	☐	☐
3.09	☐	☐
3.10	☐	☐
3.11	☐	☐
3.12	☐	☐
3.13a	☐	☐
b	☐	☐
c	☐	☐
d	☐	☐
e	☐	☐
3.14	☐	☐
3.15	☐	☐
C Recognizing More and Less		
3.16	☐	☐
3.17a	☐	☐
b	☐	☐
3.18a	☐	☐
b	☐	☐

Name _____

OBJECTIVE NO.	PRE	POST
D Making Change:		
Subtract Dollars and Cents		
3.19a	☐	☐
b	☐	☐
3.20	☐	☐
3.21	☐	☐
3.22	☐	☐
3.23	☐	☐
E Taxes, Checks, and Credit Cards		
3.24	☐	☐
3.25	☐	☐
3.26	☐	☐
3.27	☐	☐
Consumer Skills		
4.01	☐	☐
4.02a	☐	☐
b	☐	☐
4.03	☐	☐
4.04	☐	☐
4.05	☐	☐
4.06	☐	☐
4.07	☐	☐
4.08	☐	☐
4.09a1	☐	☐
2	☐	☐
3	☐	☐
4	☐	☐
5	☐	☐
6	☐	☐
b1	☐	☐
2	☐	☐
3	☐	☐
4	☐	☐
5	☐	☐
6	☐	☐

OBJECTIVE NO.	PRE	POST
4.10a	☐	☐
b	☐	☐
c	☐	☐
4.11	☐	☐
4.12	☐	☐
4.13 TTA	☐	☐
print	☐	☐
4.14	☐	☐
4.15a	☐	☐
b	☐	☐
4.16	☐	☐
4.17	☐	☐
4.18	☐	☐
Community Skills		
A Maps, Addresses, Getting Lost		
5.01	☐	☐
5.02	☐	☐
5.03	☐	☐
5.04	☐	☐
5.05	☐	☐
5.06	☐	☐
5.07	☐	☐
5.08	☐	☐
5.09a	☐	☐
b	☐	☐
5.10	☐	☐
5.11	☐	☐
B Using the Subway		
5.20	☐	☐
5.21	☐	☐
5.22	☐	☐
5.23	☐	☐
5.24	☐	☐
5.25	☐	☐

Name: _____

OBJECTIVE NO.	PRE	POST	OBJECTIVE NO.	PRE	POST
5.26	☐	☐			
5.27	☐	☐			
5.28	☐	☐			
5.29	☐	☐			
5.30	☐	☐			
5.31	☐	☐			
5.32	☐	☐			
5.33	☐	☐			
C Using the Bus					
5.34	☐	☐			
5.35	☐	☐			
5.36	☐	☐			
5.37	☐	☐			
5.38	☐	☐			
5.39	☐	☐			
5.40	☐	☐			
5.41	☐	☐			
5.42	☐	☐			
5.43	☐	☐			
5.44	☐	☐			
D Using the Taxi					
5.50	☐	☐			
5.51	☐	☐			

Class Progress Chart

CLASS PROGRESS CHART

The Class Progress Chart is designed to permit the teacher to develop a progress profile for an entire class. It will indicate each student's individual progress relative to the other students in class for each objective found in that book.

CLASS PROGRESS CHART

[illegible]

[illegible]

[illegible]

Appendix A

Vocabulary List

SURVIVAL SKILLS
VOCABULARY LIST

I. COMMUNICATION SKILLS
A. PERSONAL DATA FORM

- | | | |
|---------------------------------|------------------|------------------|
| • Name | • Parent's work | • Height |
| • Last | telephone number | • Weight |
| • First | • Guardian | • Age |
| • Middle initial | • Date | • Color of hair |
| • Address | • Sex | • Color of eyes |
| • Number (street) | • Male | • U.S. citizen |
| • Street | • Female | • Marital status |
| • Apartment (number) | • Date of birth | • Married |
| • City | • Place of birth | • Single |
| • State | • School | • Divorced |
| • Zip code | • School address | • Separated |
| • Telephone Number | • Brothers | • Widowed |
| • Emergency
telephone number | • Sisters | |

I. COMMUNICATION SKILLS
B. WRITTEN MESSAGES

- | | | |
|--------------|--------------|-----------------------|
| • Help me. | • I want... | • I am deaf. |
| • I am lost. | • I am sick. | • Please call for me. |
| • How much? | • I am hurt. | |

I. COMMUNICATION SKILLS
C. SPEECHREADING

Set A

- Yes
- No
- Please
- Stop
- Help

Set B

- Thank you
- Be careful
- Don't touch
- I'm sorry
- I don't know
- I don't understand

Set C

- What's your name?
- What's your telephone number?
- Where do you live?
- How old are you?
- When were you born?
- What school do you go to?

Set D

- What's wrong?
- What happened?
- What do you want?
- Can I help you?
- Do you understand?

I. COMMUNICATION SKILLS
D. USING A T.T.Y. OR M.C.M.

- | | | |
|--------------------|-------------|--------------|
| • TTY | • Return | • Back space |
| • MCM | • Figs | • Shift |
| • Telephone | • Ltrs | • Clear |
| • Telephone number | • Line feed | |

I. COMMUNICATION SKILLS
E. EVERYDAY AND DANGER VOCABULARIES

- | | | | |
|------------------------|---|-------------------|------------------|
| Everyday
Vocabulary | • Push - Pull | • Exit - Entrance | • Telephone |
| | • Open - Closed | • In - Out | • Bus stop |
| | • Up - Down | • On - Off | • Hospital |
| | • Walk - Don't walk | • Stop - Go | • Police |
| | • Restrooms | • Toilet | • Post Office |
| | • Women - Ladies | • Men - Gentlemen | • Library |
| | • Fire department | • Help Wanted | • Wait |
| | • Information | • Private | • Employees only |
| | • First aid | • Quiet | • Out-of-order |
| | • Shelter | • Wet paint | • Prohibited |
| | • No _____ allowed (e.g., children, pets, smoking) | | |
| | • Do Not _____ (e.g., run, feed the animals, disturb) | | |

- | | | | |
|----------------------|---------------------------|-----------------|---------------------|
| Danger
Vocabulary | • No trespassing | • Poison | • Danger |
| | • Explosives | • Radioactive | • High voltage |
| | • Caution | • Beware of dog | • Warning |
| | • Flammable - Inflammable | • Drugs | • Polluted |
| | • Emergency exit | • Fire alarm | • Fire extinguisher |
| | • Keep out | • Keep off | |

I. COMMUNICATION SKILLS

F. SYMBOLS

Everyday Symbols

- Left
- Down
- Empty
- Large
- Out
- Increase
- Dark
- No bicycles
- Pedestrians keep left
- Post Office
- Lodgings
- Bath and shower
- Playground
- Bicycle trail
- No sitting
- Entrance
- Escalator up
- Stairs down
- Information
- Men's toilet
- Trash
- Metro
- Right
- Male
- Full
- Direction
- Hot
- Decrease
- Smoking permitted
- Pedestrian crossing
- Bike trail (compulsory)
- Mailbox
- Utility outlet
- Dogs allowed
- Campground
- Fishing
- No standing
- Exit
- Escalator down
- Stairs up & down
- Lost and found
- Women's toilet
- Quiet
- Up
- Female
- Small
- In
- Cold
- Light
- No smoking
- Bus stop (station)
- Deafness
- Telephone
- Washing facility
- No Dogs allowed
- Picnic area
- Access for the handicapped
- No riding
- No entry (Keep Out)
- Stairs up
- Elevator
- Washrooms
- Restaurant
- Drinking fountain

Danger Symbols

- Ladder off limits
- Electrical danger
- Suspended load over head
- Caution: laser
- No open flame permitted
- Don't extinguish with water
- Hospitals
- Slippery
- Sharp
- Falling objects
- Ionizing rays (radiation warning)
- Fire hose
- Keep from heat
- Speech/hearing
- Open pit
- Machinery hazard
- Poison
- Fallout shelter
- Do not pierce
- Ambulance
- Drinking water

I. COMMUNICATION SKILLS

F. SYMBOLS

Danger
Symbols
(continued)

- Children's emergencies
- Don't drink the water
- Radioactivity
- Prohibited
- Campfires
- Diving
- Guard on duty
- Look out (safety alert)
- No entry
- Perishable materials
- Do not touch

- Danger
- Inflammable liquid
- Restriction
- No fires
- Caution: deep water (drop off)
- Emergency telephone
- Emergency exit
- No entry to pedestrians
- Keep away from children
- Clinic

- Explosive
- Corrosive
- Warning
- Drown campfires
- Caution: rocks
- Thin ice
- First aid
- Fire area (potential)
- Watch for work vehicles
- Emergencies

II. DAILY SKILLS

A. COUNTING

- Count to _____ by _____.

II. DAILY SKILLS

B. TIME

- Seconds
- Minute
- Hour
- Big hand
- Small hand

- Clock
- Watch
- O'clock
- Day
- Night

- Morning
- Afternoon
- A.M.
- P.M.

II. DAILY SKILLS

C. CALENDAR

- Date
- Month
- Day
- Week
- Year
- Birthday
- Sunday
- Sun.
- Monday
- Mon.
- Tuesday
- Tues.
- Wednesday
- Wed.
- Thursday

- Thurs.
- Friday
- Fri.
- Saturday
- Sat.
- Today
- Yesterday
- Tomorrow
- January
- Jan.
- February
- Feb.
- March
- Mar.
- April

- Apr.
- May
- June
- July
- August
- Aug.
- September
- Sept.
- October
- Oct.
- November
- Nov.
- December
- Dec.

II. DAILY SKILLS

D. TEMPERATURE

- ° (Degree)
- Very hot
- Hot
- Warm
- Cool
- Cold
- Very Cold
- High
- Low
- Temperature

II. DAILY SKILLS

E. ALPHABETIZING

- Dictionary
- Telephone book
- Yellow pages
- Directory
- Hearing aids

II. DAILY SKILLS

F. HEARING AIDS

- Good
- Weak
- + (plus sign)
- - (minus sign)
- On
- Off
- M
- T
- MT

III. MONEY SKILLS

A. MONEY NAMES AND VALUES

- Money
- Coins
- Bills
- Penny
- Nickel
- Dime
- Quarter
- Dollar
- Half-dollar
- Real
- Fake

III. MONEY SKILLS

B. COUNTING AND ADDING MONEY

- \$
- ¢
- change (noun)

III. MONEY SKILLS

C. RECOGNIZING MORE AND LESS

- more
- less
- equal
- enough

III. MONEY SKILLS

E. TAXES, CHECKS, AND CREDIT CARDS

- Tax
- Check
- Credit card

IV. CONSUMER SKILLS

- Index
- Perishable
- Expires/Expiration Date
- Small
- "S" (small)
- Medium
- "M" (medium)
- Large
- "L" (large)
- Size
- Price
- Shoes
- Belt
- Pants
- Shirt
- Blouse
- Sweater
- Coat
- Express
- "How much?"
- "Where is _____?"
- Sale
- Catalog
- Catalog No.
- Cat. No.

V. COMMUNITY SKILLS

A. MAPS, ADDRESSES, GETTING LOST

- "I am at _____"
- "My name is _____"
- "I am lost"
- "Please help"
- Map
- North
- "I am deaf"
- South
- East
- West
- N
- Washington-Wash.
- District of Columbia-D.C.
- Maryland-Md.
- Virginia-Va.
- Northeast-N.E.
- Southeast-S.E.
- Southwest-S.W.
- Gallaudet College

V. COMMUNITY AWARENESS SKILLS

B. USING THE SUBWAY (METRORAIL)

- | | | |
|----------------------|--------------|---------------|
| ● "M" (metro symbol) | ● Fare | ● Addfare |
| ● Metrorail | ● One-way | ● Information |
| ● Station | ● Round trip | ● Subway |
| ● Rush hour | ● Farecard | ● Ride |

V. COMMUNITY AWARENESS SKILLS

C. USING THE BUS

- | | | |
|------------|----------------|---------------------|
| ● Metrobus | ● "What stop?" | ● M Metrobus Symbol |
|------------|----------------|---------------------|

V. COMMUNITY AWARENESS SKILLS

D. USING A TAXI

- | | | |
|--------|-----------|-------|
| ● Taxi | ● Taxicab | ● Cab |
|--------|-----------|-------|

Appendix B

Symbol Workbook

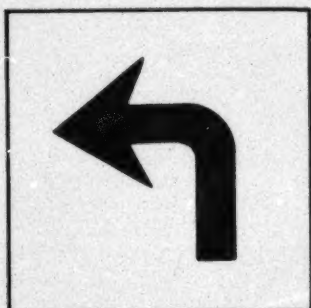
SURVIVAL SKILLS SYMBOL WORKBOOK

name: _____

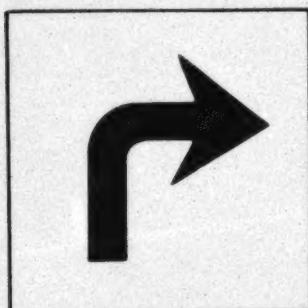
date: _____

SYMBOL WORKBOOK

Objective 170



left



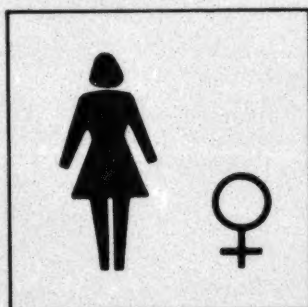
right



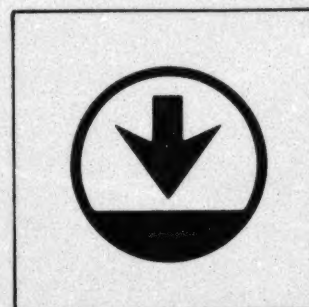
up



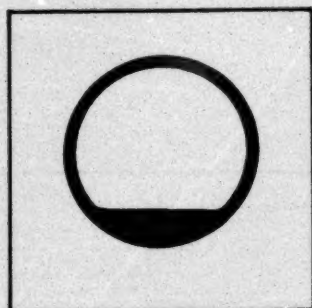
male



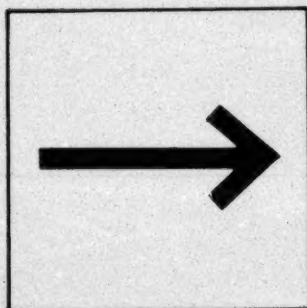
female



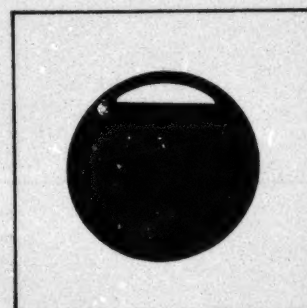
down



empty



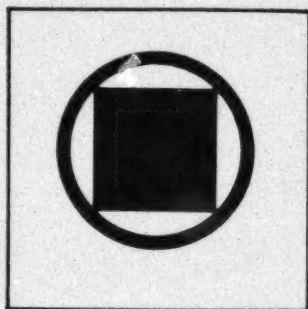
direction



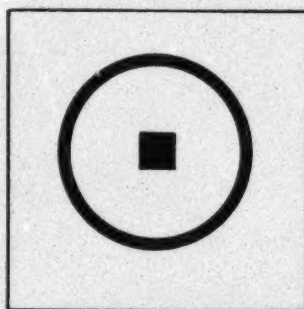
full

SYMBOL WORKBOOK

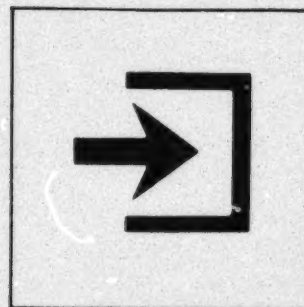
Objective 170



large



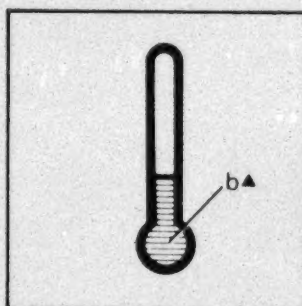
small



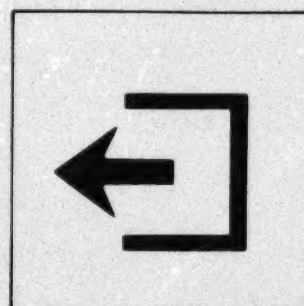
in



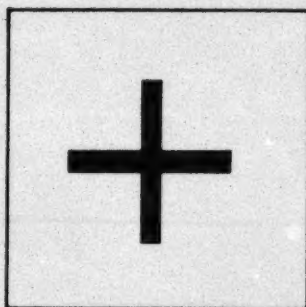
hot



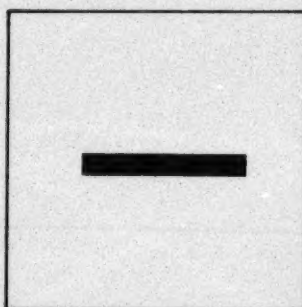
cold



out



increase



decrease



deafness

SYMBOL WORKBOOK

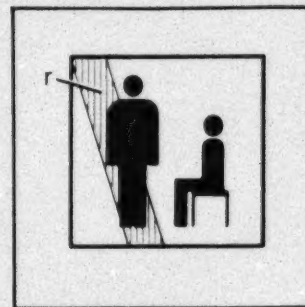
Objective 1.70



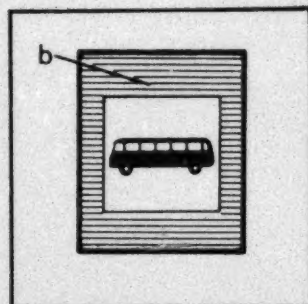
no bicycles



no riding



no standing



bus stop or station



pedestrians keep left



bicycle trail



no sitting



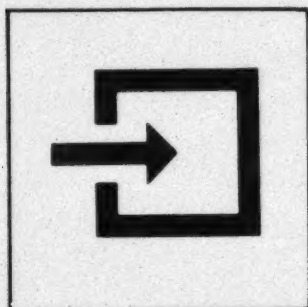
Metro



pedestrian crossing

SYMBOL WORKBOOK

Objective 170



entrance



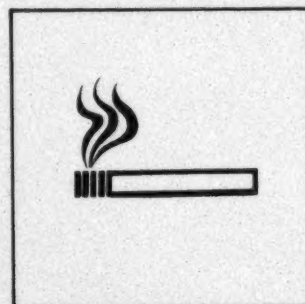
no smoking



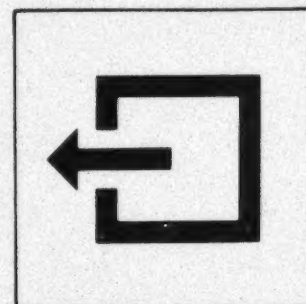
access for the
handicapped



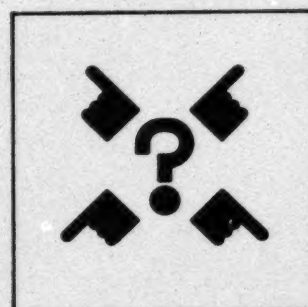
quiet



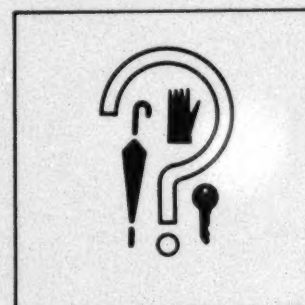
smoking permitted



exit



information



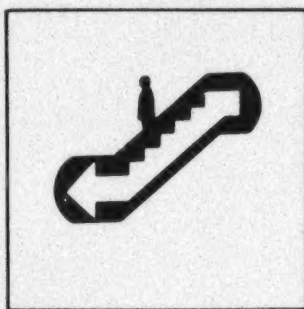
lost and found

SYMBOL WORKBOOK

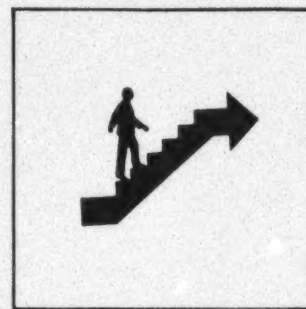
Objective 1.70



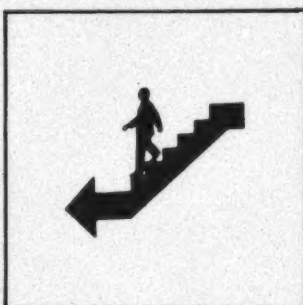
woman's toilet



escalator down



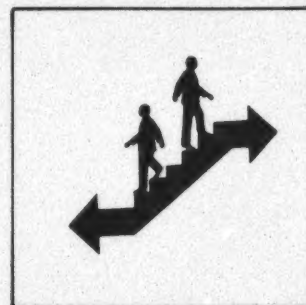
stairs up



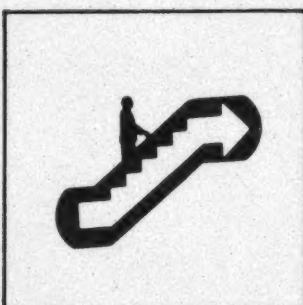
stairs down



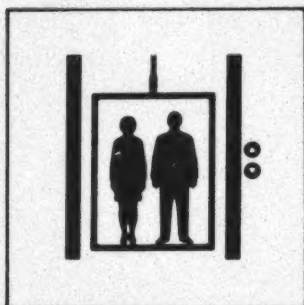
men's toilet



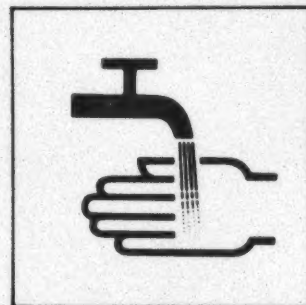
stairs up and down



escalator up



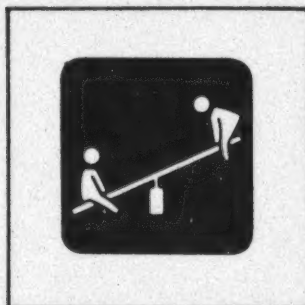
elevator



washroom

SYMBOL WORKBOOK

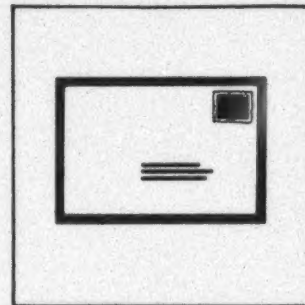
Objective 170



playground



restaurant



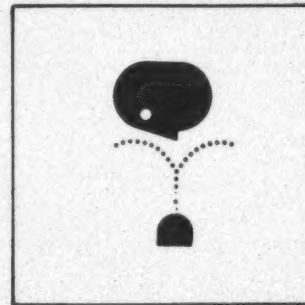
mailbox, post office



trash



telephone



drinking fountain

SYMBOL WORKBOOK

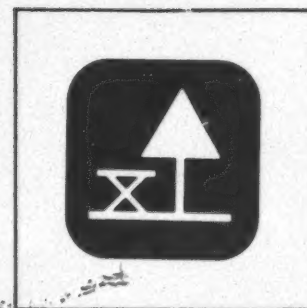
Objective 170



lodgings



no dogs allowed



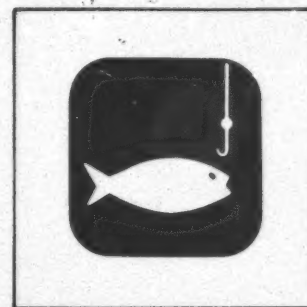
picnic area



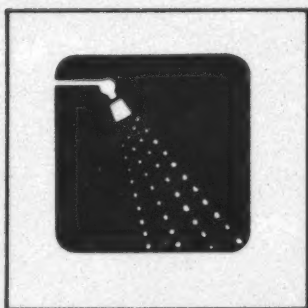
campground



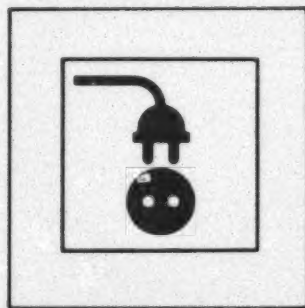
washing facility



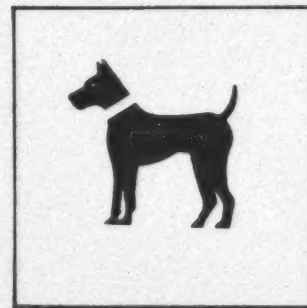
fishing



bath and shower



utility outlet



dogs allowed

SYMBOL WORKBOOK

Objective 170



don't extinguish
with water



campfires



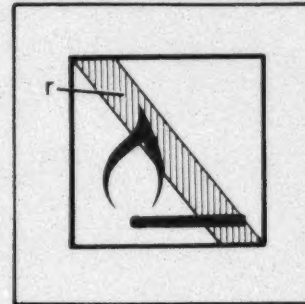
drown campfires



keep from heat



fire extinguisher



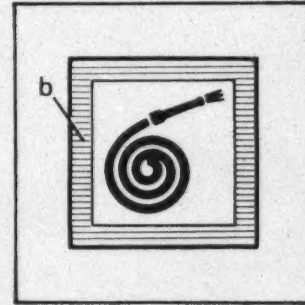
no open flame
permitted



inflammable liquid



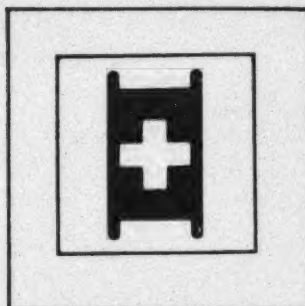
no fires



fire hose

SYMBOL WORKBOOK

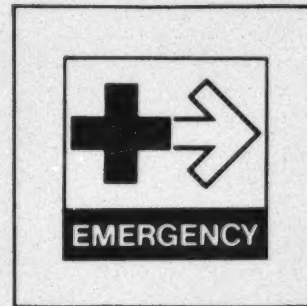
Objective 1.70



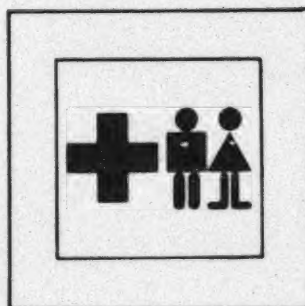
ambulance



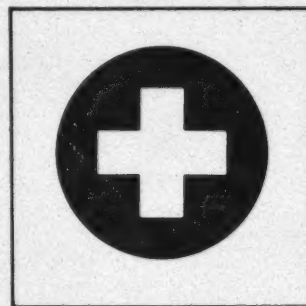
emergency exit



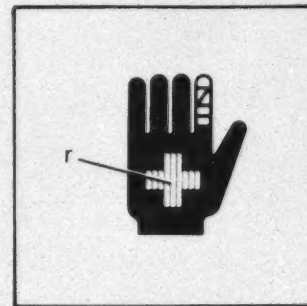
emergencies



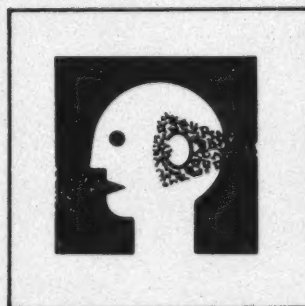
children's emergencies



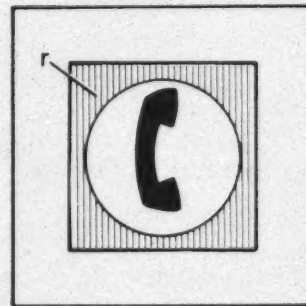
hospital



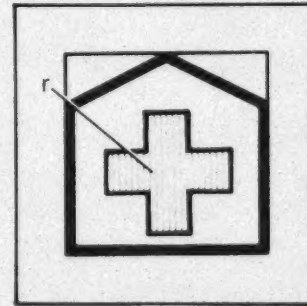
first aid



speech and hearing



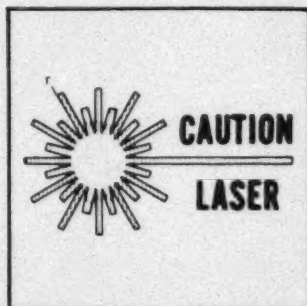
emergency telephone



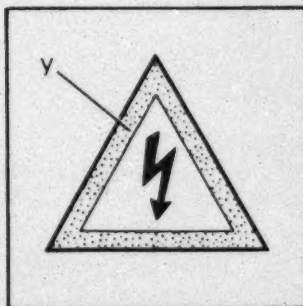
clinic

SYMBOL WORKBOOK

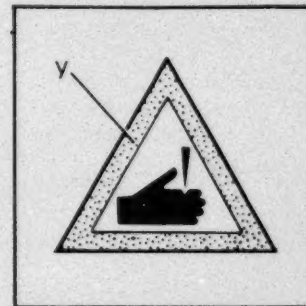
Objective 170



caution laser



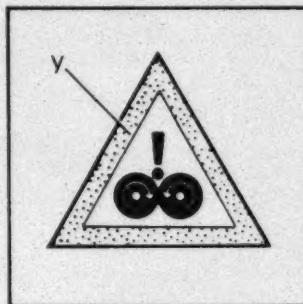
electrical danger



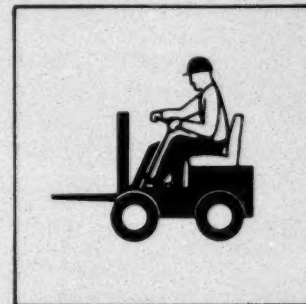
sharp



ladder off limits



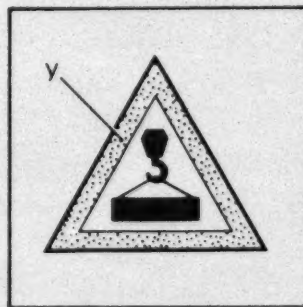
machine hazard



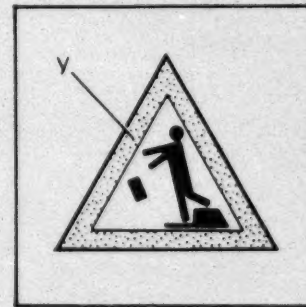
watch for
work vehicles



slippery



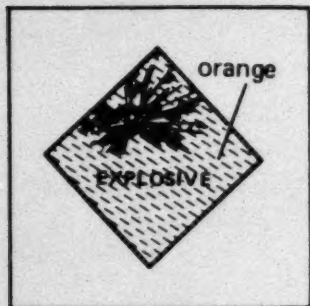
suspended load
over head



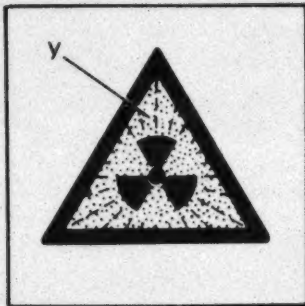
open pit

SYMBOL WORKBOOK

Objective 1.70



explosive



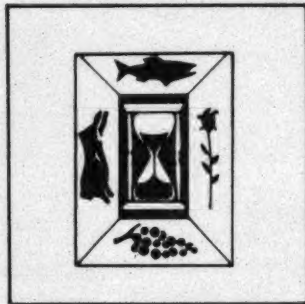
ionizing rays



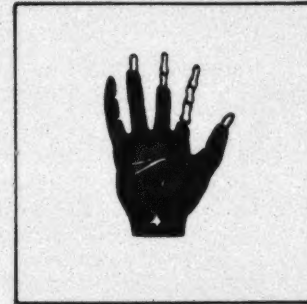
drinking water



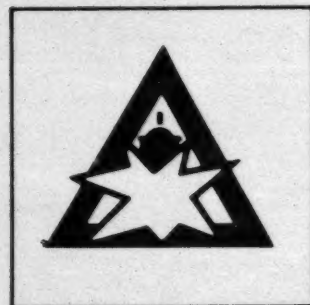
poison



perishable materials



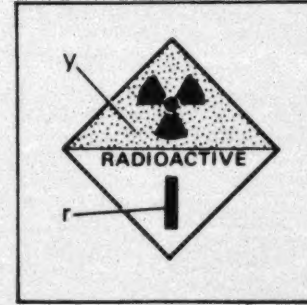
corrosive



do not pierce



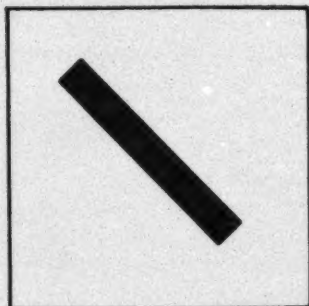
don't drink the water



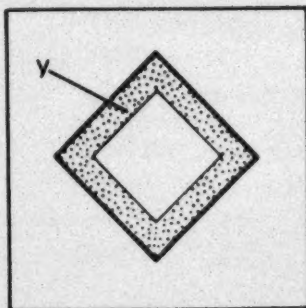
radioactivity

SYMBOL WORKBOOK

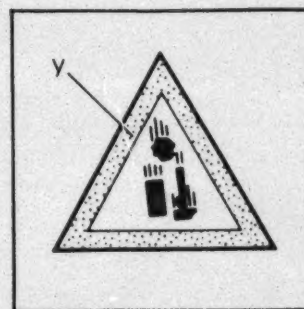
Objective 1.70



prohibited



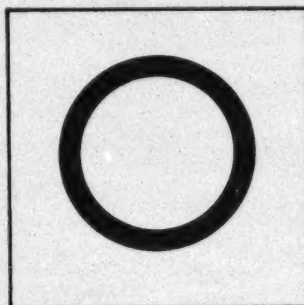
warning



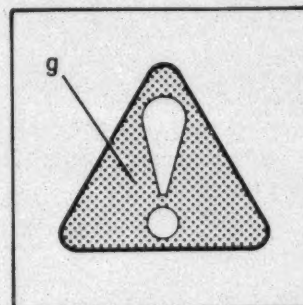
falling objects



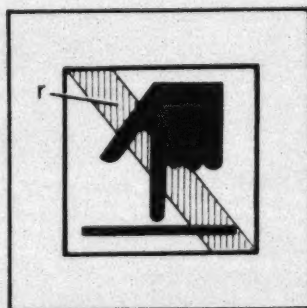
keep away
from children



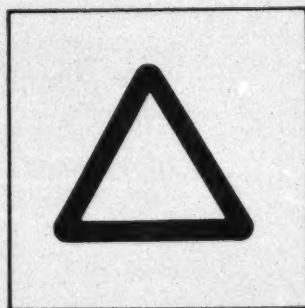
restricted



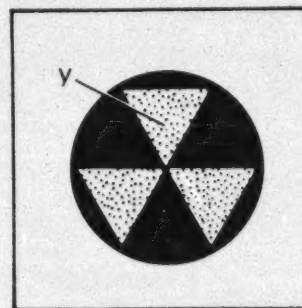
lookout!(safety alert)



do not touch



danger



fallout shelter

SYMBOL WORKBOOK

Objective 1.70



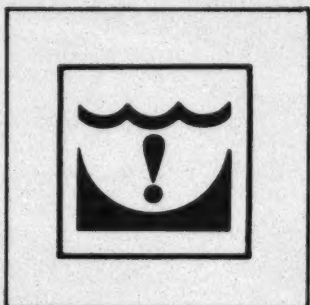
thin ice



guard on duty



no entry
to pedestrians



caution: deep water
(drop off)



caution: rocks



diving



fire area potential



no entry